



Appendix B: Overall Score Sheet for DL²

TITLE OF ARTIFACT/RESOURCE: _____

Submitted by: _____

Standards

Overall Score _____

REVIEW ITEM					
State Content & Performance GLE's	State Model	Excellent	Good	Fair	Neutral
	(5)	(4)	(3)	(2)	(1)

Content

Overall Score _____

REVIEW ITEM					
Accuracy of Content	State Model	Excellent	Good	Fair	Neutral
	(5)	(4)	(3)	(2)	(1)
Appropriateness of Content	(5)	(4)	(3)	(2)	(1)

Presentation

Overall Score _____

REVIEW ITEM					
Ease of Use	State Model	Excellent	Good	Fair	Neutral
	(5)	(4)	(3)	(2)	(1)
Explicit Instructions/Objectives	(5)	(4)	(3)	(2)	(1)
Multicultural Representation/Place-Based Emphasis	(5)	(4)	(3)	(2)	(1)

Pedagogy

Overall Score _____

REVIEW ITEM					
Active Learning and Intellectual Engagement	State Model	Excellent	Good	Fair	Neutral
	(5)	(4)	(3)	(2)	(1)

Total Overall Score

Overall Score _____

Score	Term	Definition
5	State Model	The resource is the '1 in 100' that could serve as an example to other states. This is recommended for the "AKLN Seal of Approval."
4	Excellent	The resource meets the requirements for a review item exceptionally well and exceeds average expectations of the reviewer.
3	Good	The resource meets the basic requirements for a review item.
2	Fair	The resource meets some of the basic requirements for a review item.
1	Neutral	The resource tries to address at least one of the basic requirements for a review item.

Review Item Definitions and Rating Scales (from Alaska Digital Sandbox)

Standards					
State Content & Performance GLE's	How well does the resource support teaching and learning of content and skills at the level of cognitive complexity of Alaska's state content and performance standards? Review will be made in individual content areas (see attached rubrics).				
	State Model	Excellent	Good	Fair	Neutral
	(5)	(4)	(3)	(2)	(1)
	Resource models a unique and engaging example, supporting Alaska standards of place-based, age-appropriate, engaging, and creative ways.	Resource is student-centered, supporting standard(s) and/or GLE's in the content area(s) marked and is age-appropriate and creative.	Resource supports multiple content standard(s) and/or GLE's that are age-appropriate and creative.	Resource addresses one standard or GLE in the content area marked.	Resource tries to address at least one standard or GLE in the content area marked.

Content					
Accuracy of Content	Is the content of the resource accurate in historical context and contemporary facts, concepts, and practice? <ul style="list-style-type: none"> - Does the content include the generally accepted and prevalent theories, major concepts, standards, and model used within the discipline of the subject area? - Is the content free of errors, inconsistencies, contradictions within itself, and biases of interpretation? - Is the content of the resource up-to-date for the academic discipline and the context in which it is presented? 				
	State Model	Excellent	Good	Fair	Neutral
	(5)	(4)	(3)	(2)	(1)
	Content of the resource models a unique and engaging example of current facts, concepts and practices without bias and is unique to Alaska.	Content of the resource models an example of current facts, concepts and practices without bias and is unique to Alaska.	Content of the resource supports contemporary facts, concepts and practices without bias.	Content of the resource is accurate and free of biases.	Content has errors, inconsistencies, contradictions, or biases that are likely to contribute to misconceptions.
Appropriateness of Content	How well is the complexity or difficulty of the content appropriately matched for the intended audience? <ul style="list-style-type: none"> - Is the content appropriate for the age, maturity level, and abilities of students? - Does the content consider students' living environment and experiences? - If applicable, are students likely to identify with situations portrayed in the text or narrative, visuals, photographs, and other features? 				
	(5)	(4)	(3)	(2)	(1)
	Content of the resource models a unique and engaging example of addressing the needs of the audience in a way that is reflective of place, and supports Alaskan cultural beliefs.	Content of the resource addresses the needs of the audience in a way that is reflective of place and supports Alaskan cultural beliefs.	Content of the resource supports maturity level and abilities of students that include situations relevant to the audience.	Content of the resource is age-appropriate.	Content is not likely to match abilities of students or is not age appropriate.

Presentation					
Ease of Use	Does the structure and format of the resource and accompanying materials have enough order and clarity to allow the intended audience to access content and use the resource easily, intuitively, and effectively?				
	State Model	Excellent	Good	Fair	Neutral
	(5)	(4)	(3)	(2)	(1)
	Resource models a unique and engaging example of when, where, how and why this was used, and might be adapted by others.	Resource clearly outlines when, where, how and why this was used.	Resource includes instructions for use and intended audience.	Resource includes a description of intention for use.	Resource is shared by others.
Explicit Instructions/ Objectives	How well do instructions and/or objectives support teaching and learning? - Does the resource provide explicit directions, explanations, and objectives? - Are directions, concepts, rules, information, and terms clear for the intended audience?				
	State Model	Excellent	Good	Fair	Neutral
	(5)	(4)	(3)	(2)	(1)
	Resource is a model for others to use and for targeted audience, with explicit directions and objectives that support teaching and learning exceptionally well.	Resource inspires audience targeted and is easy to follow. Resource offers well- written directions that support teaching and learning.	Resource is effective for audience targeted and is easy to follow.	Resource is effective with the intended audience targeted.	Resource is confusing.
Multicultural Representation/Place- Based Emphasis	Does the resource portray people of multicultural backgrounds, as well as animals, in a fair, unbiased, and humane way? - If gender, ethnicity, age, work situations, and various social groups have been portrayed, has the portrayal been fair and unbiased? - Are representation of cultures and groups in multiple settings, occupations, careers, and lifestyles appropriate? - In the portrayal of people and animals, are compassion, sympathy, and consideration for needs and values evident?				
	(5)	(4)	(3)	(2)	(1)
	Resource is a model for others on how to celebrate multicultural backgrounds, beliefs and appropriate lifestyles.	Resource inspires audience to appreciate differences in people of multicultural backgrounds.	Resource promotes a fair and unbiased view of people and animals, representing appropriate consideration for the needs and values.	Resource is neutral concerning multicultural representation and humanity.	Resource does not reflect fair, unbiased, and humane portrayal of people of multicultural backgrounds and/or animals.

Pedagogy					
Active Learning and Intellectual Engagement	How well does the resource foster activity of students and their intellectual engagement? - Do students have an opportunity to engage with a phenomenon, investigate meaningful questions, and consider new experiences and knowledge in light of their prior conceptions? - Are students given opportunities to interact with the teacher, other students, and materials (e.g., manipulatives, information, other equipment)? - Are students given choices of activities, allowed to generate their own questions, complete inquiries, or form their own analogies? - Do students have an opportunity to make sense of the content (e.g., the students, rather than the teacher, are responsible for identifying key ideas, summarizing the content, making connections, applying what they know to different contexts)?				
	State Model	Excellent	Good	Fair	Neutral
	(5)	(4)	(3)	(2)	(1)
	Resource is clearly centered on students and how to engage them during the learning process; causing them to want to explore their learning further.	Resource engages students during the learning process and fosters discovery of learning, various response modes, choices of activities, and intellectual engagement.	Resource uses and builds upon existing information, including new data on the topic.	Resource helps students connect pre- existing knowledge and causes audience to think.	Resource is unclear on how it meets the needs and skills of a diverse group of learners.