

Teacher: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Date: \_\_\_\_\_

### ***Lesson Evaluation – SAMR Model Rubric***

<b>Level</b>	<b>Definition</b>	<b>Examples</b>	<b>Rank – Include the following: Lesson Idea, Where it Ranks and Why</b>
<b>Substitution</b>	Involves doing the <b>same thing as you would do without the technology</b> and without modification of the task.	Student uses a drawing type website or App, like Doodle Buddy, to solve a math problem.	
		Use a word processing program to type out a story instead of handwriting.	
<b>Augmentation</b>	Involves some <b>functional improvement</b> but is still a direct tool substitute. Again the <b>task is not changed</b> , but perhaps use of features of the technology are incorporated.	Student uses the extra features, like stickers, in the website or App to illustrate the math problem along with solving it.	
		Use a tool such as Spell Check to make sure all words are spelled correctly. (Other tools – Thesaurus, Word Count, Clip Art, etc.)	
<b>Modification</b>	The <b>outcome</b> is still the same <b>but has been enhanced</b> , the product has changed. <b>Involves giving a different kind of assignment.</b> For example using multimedia, adding sound, video, etc. The question to be asked is does the media enhance the message?	Student uses a screen casting website or App to illustrate and verbally explain how they solved the problem.	
		Bring a story to life using an online multimedia application. (Flipboard, Sock Puppets, etc.)	
<b>Redefinition</b>	Is doing something that is <b>inconceivable without technology</b> Gives students a stage. For example posting on the web so that the audience is the world and there is a <b>feedback loop</b> .	Student creates video math problems of their own and posts to a blog, website or App for other students to solve. Student monitors and provides feedback for those solving their problems.	
		Use video conferencing to tell a story. (Google Hangout, Poly Com, Face Time, etc.)	