

A rubric for the Use of Interactive Whiteboards as a Teaching and Learning Tool

	Control	Interaction	Integration	Collaboration
1	User cannot click on the IWB using stylus or hand. Experiences difficulty opening programs on the computer connected to the IWB using the stylus, hand or wireless mouse and keyboard.	User displays no confidence in using the IWB. User doesn't know how to use the software that accompanies the IWB.	User does not use the IWB to enhance lessons and engage others in the class. User does not allow others to use the IWB.	User doesn't search for, download or create resources for use with the IWB.
2	User can click on the IWB using stylus or hand. Can open programs on the computer connected to the IWB using the stylus, hand or wireless mouse and keyboard.	User displays confidence in using the IWB. User doesn't know how to use the software that accompanies the IWB. User can open websites and software on the computer connected to the IWB.	User uses the IWB as a Data Projector to display video, multimedia software and slideshows. User allows some use of the IWB by others in the class but less than 50% of the time.	User downloads resources and websites that are subject-specific to enhance lessons and engage others in the class.
3	User can click on the IWB using stylus or hand. Can manipulate programs on the computer connected to the IWB using the stylus, hand or wireless mouse and keyboard.	User displays confidence in using the IWB. User knows how to use the software that accompanies the IWB and the functions for each tool. User can open websites and software on the computer connected to the IWB as well as opens and manipulates new resources using IWB-specific software.	User encourages use of the IWB by others in the class more than 50% of the lesson. User creates or displays resources that are subject-specific and created for the lesson using websites, multimedia or board-specific software (notebooks/flipcharts). User integrates the board into the lesson most of the time.	User downloads resources and websites that are subject specific to enhance lessons and engage others in the class and then shares them with colleagues/classmates. User creates resources using software that came with the IWB.
4	User can click on the IWB using stylus or hand. Can manipulate programs on the computer connected to the IWB using the stylus, hand or wireless mouse and keyboard and teaches others to do so.	User displays confidence in using the IWB. User knows how to use the software that accompanies the IWB and the functions for each tool and is able to teach others. User creates new resources using IWB-specific software as the lesson progresses.	User encourages use of the IWB by others in the class more than 90% of the lesson. User integrates software and websites with content created specifically for the lesson using the board-specific software. User seamlessly integrates the board into the lesson and students are encouraged to control the board with minimal intervention from the facilitator.	User creates resources using software that came with the IWB. Then publishes resources to be used on an IWB using internet, BBS, email and uploads to IWB-specific websites.