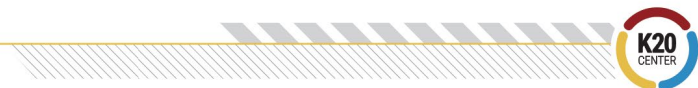


Lesson Design Proof Rubric: Authenticity and Alignment

	1* Objective is Not Met	2* Objective is Somewhat Met	3 Objective is Met
Aligned to Needs Assessment and Research <i>What do teachers/students need?</i>	<input type="checkbox"/> Activities are loosely aligned to needs assessment and/or research.	<input type="checkbox"/> Activities are aligned, but this is not shared with students.	<input type="checkbox"/> Activities are explicitly aligned and shared with students.
Aligned to Standards	<input type="checkbox"/> Standards are not stated or alignment unclear or not present.	<input type="checkbox"/> Oklahoma Academic Standards are stated but not aligned throughout.	<input type="checkbox"/> Oklahoma Academic Standards are stated and aligned to learning activities.
Cohesive Content <i>All objectives work toward a common goal</i>	<input type="checkbox"/> Objectives and activities are random, with no connection to big idea/essential questions. <input type="checkbox"/> LEARN instructional strategies are not included.	<input type="checkbox"/> Activities are aligned to objectives, but there is little connection to big idea/essential questions. <input type="checkbox"/> LEARN instructional strategies are included but are not connected to the learning objectives.	<input type="checkbox"/> Clear and consistent connections are present among objectives, activities, and big idea/essential questions. <input type="checkbox"/> LEARN instructional strategies are included and connect to the learning objectives.
Alignment of Tech <i>(Not applicable to all lessons)</i>	<input type="checkbox"/> Inauthentic use of tech is present throughout or there is no tech present.	<input type="checkbox"/> Authentic use of tech is present. <input type="checkbox"/> Low levels of Substitution and Augmentation are utilized.	<input type="checkbox"/> Authentic use of tech is present. <input type="checkbox"/> Various levels of SAMR (Substitution, Augmentation, Modification, and Redefinition) are utilized, with the majority falling under Modification and Redefinition.



<p>Construction of Knowledge <i>Synthesizing, Generalizing, Explaining, Analyzing (e.g., HOT, practice new skills, manipulation of information and ideas)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Activity utilizes mostly lower-order thinking, and students are not provided time to practice new skills. 	<ul style="list-style-type: none"> <input type="checkbox"/> Activity utilizes mostly lower-order thinking with at least one significant question or activity requiring higher-order thinking. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students are engaged in higher-order thinking for the majority of the lesson. <input type="checkbox"/> Students are encouraged to monitor their own learning through self-evaluation and reflection.
<p>Value Beyond Lesson <i>Communicating, Advocating, Applying Ideas, Assisting, Performing, Creating (e.g., Connects directly to the classroom, real world applications, personal meaning and experience)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Topic is not connected to anything beyond the lesson and has no classroom connections. 	<ul style="list-style-type: none"> <input type="checkbox"/> Topic is successfully connected to situations or experiences, but the implications of this connection are not explored. 	<ul style="list-style-type: none"> <input type="checkbox"/> Clear connections are formed between the topic and actual situations or experiences. <input type="checkbox"/> Students have the opportunity to demonstrate skills showing a transfer of learning through a real-world test of ability. <input type="checkbox"/> Topic is explored in a way that allows students to create personal meaning and significance.
<p>Disciplined Inquiry <i>Making distinctions, Questioning, Hypothesizing, Reasoning, Debating, Supporting (e.g., Collaboration, activities and questioning that facilitate substantive conversation, Bloom's)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Activity is strictly teacher-led, and only closed/fixed questioning is used. <input type="checkbox"/> Activities do not provide chances for collaboration or substantive conversation and only assess Level 1 of Depth of Knowledge (DOK). 	<ul style="list-style-type: none"> <input type="checkbox"/> Activity is mostly teacher-led with some meaningful questions. <input type="checkbox"/> Activities provide opportunities for collaboration and substantive conversation but do not assess Level 4 of DOK. 	<ul style="list-style-type: none"> <input type="checkbox"/> Student-centered activities include meaningful questions which allow for multiple collaboration opportunities, substantive conversation, and assess appropriate levels of DOK.
<p>Learner-Centered <i>Developing, Choosing, Justifying, Generating, Evaluating (e.g., Prior knowledge, ownership, focus on personal experiences, shared control, and autonomy)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Activity is teacher-led with no concern for autonomy, prior knowledge, or personal/cultural experience of participants. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher facilitates with consideration for prior knowledge and personal or cultural experience of participants. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students have ownership of the learning environment. <input type="checkbox"/> Students are focused on personal experiences and prior knowledge. <input type="checkbox"/> Students and teacher share control of the learning.

<p>Assessment <i>Summative and/or formative</i></p>	<p><input type="checkbox"/> Assessment is summative only or does not adequately address objectives.</p>	<p><input type="checkbox"/> Summative and formative assessments may be present but are not sufficient to appropriately measure learning objectives.</p>	<p><input type="checkbox"/> Assessment is summative and formative throughout the lesson and is appropriate to measure learning objectives.</p> <p><input type="checkbox"/> Assessment activities challenge the students.</p>
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***Suggestions for revisions should be included below for scores of 1 or 2.**
