**Design: Authenticity and Alignment Checkpoint**

|  |  |  |  |
| --- | --- | --- | --- |
| **0\* = Insufficient** | **1\* = Needs Improvement** | **2 = Accomplished** | **NA = Not Applicable** |

|  |  |  |
| --- | --- | --- |
| Alignment | | **Score** |
| **Needs** | Activities are explicitly aligned to learner needs. |  |
| **Research** | The alignment of activities to research is shared with learners. |  |
| **Standards** | Oklahoma Academic Standards are stated and aligned to learning activities. |  |
| **Content** | All activities connect clearly with and work toward common goals/objectives/big ideas/essential questions. |  |
| **Technology** | Technology use is aligned with and authentic to the learning goals. |  |
| Various levels of SAMR are utilized, with the majority falling within Modification and Redefinition. |  |
| Construction of Knowledge | | |
| **Practice** | Learners are provided time to practice using new knowledge and new skills. |  |
| **Higher Order Thinking** | Learners have opportunities to synthesize, generalize, explain, analyze, and/or evaluate new information and ideas throughout the lesson. |  |
| **Prior Knowledge** | Learners are asked to link prior knowledge with new knowledge. |  |
| Value Beyond Activity | | |
| **Contexts/Issues** | Topic connects to implications in real-life situations, larger social contexts, and/or the community where the learners live. |  |
| **Tasks** | Learners engage in tasks and meaningful work that connect to their personal experiences and demonstrate transfer of learning to real-world contexts. |  |
| **Personal Meaning** | Topic is explored in a way that allows learners to create personal meaning and significance. |  |
| **Meaningful Questions** | Learning is guided through meaningful questions and systematic processes towards complex understandings. |  |
| Learners engage with questions that access the appropriate depth of knowledge or  level of Bloom’s Taxonomy. |  |
| **Substantive Conversation** | Learners share ideas and respond to the ideas of others. |  |
| Learners negotiate group understandings of concepts and ideas. |  |
| Learner-Centered | | |
| **Shared-control** | Learners play an active rather than passive role in the learning environment. |  |
| Learners and facilitators share control of the learning. |  |
| **Personal Meaning** | Learners are focused on personal experiences and prior knowledge. |  |
| Learners are encouraged to monitor their own learning through self-evaluation and reflection. |  |
| Assessment | | |
| **Formative** | Formative and summative assessments are used throughout to demonstrate metacognition and transfer of learning. |  |
| **Summative** | Summative assessments are present and appropriate to measure the learning objectives. |  |
| **Documented** | Assessments are captured for review to inform learner needs and future lesson development. |  |
| **Challenging** | Assessment activities challenge the learners at the appropriate level. |  |

**\*Suggestions for revisions should be included for scores of 0 or 1.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_