



Design: Authenticity and Alignment Checkpoint

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

Alignment

Score

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| 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

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| 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

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| Contexts/Issues | Topic connects to implications in real-life situations, larger social contexts, and/or the community where the learners live. | |
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| 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

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|-------------------------|---|--|
| 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

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| 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.**

