

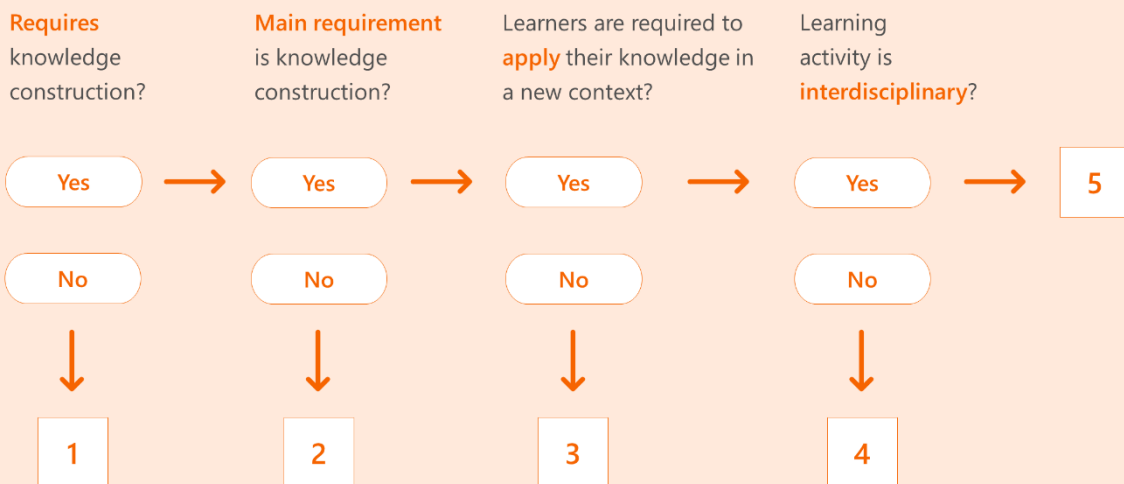


Knowledge Construction rubric

1	<ul style="list-style-type: none"> The learning activity does NOT require learners to construct knowledge. Learners can complete the activity by reproducing information or by using familiar procedures
2	<ul style="list-style-type: none"> The learning activity DOES REQUIRE learners to construct knowledge by interpreting, analyzing, synthesizing, or evaluating information or ideas BUT the activity's main requirement is NOT knowledge construction
3	<ul style="list-style-type: none"> The learning activity's main requirement IS knowledge construction BUT the learning activity does NOT require learners to apply their knowledge in a new context
4	<ul style="list-style-type: none"> The learning activity's main requirement IS knowledge construction AND the learning activity DOES require learners to apply their knowledge in a new context BUT the learning activity does NOT have learning goals in more than one subject
5	<ul style="list-style-type: none"> The learning activity's main requirement IS knowledge construction AND the learning activity DOES require learners to apply their knowledge in a new context AND the knowledge building IS interdisciplinary. The activity DOES have learning goals in more than one subject



Knowledge Construction decision tree



Knowledge Construction



Collaboration rubric

1	<ul style="list-style-type: none"> Learners are NOT required to work together in pairs or groups
2	<ul style="list-style-type: none"> Learners DO work together BUT they DO NOT have shared responsibility
3	<ul style="list-style-type: none"> Learners DO have shared responsibility BUT they ARE NOT required to make substantive decisions together
4	<ul style="list-style-type: none"> Learners DO have shared responsibility AND they DO make substantive decisions together about the content, process, or product of their work BUT their work IS NOT interdependent
5	<ul style="list-style-type: none"> Learners DO have shared responsibility AND they DO make substantive decisions together about the content, process, or product of their work AND their work is interdependent



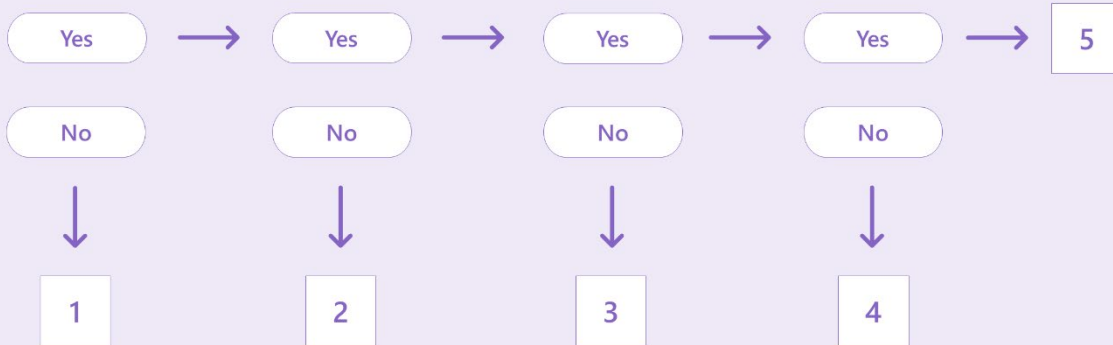
Collaboration decision tree

Learners are required to work in pairs or groups?

Learners have shared responsibility?

Learners make substantive decisions together?

Learners' work is interdependent?





Real-World Problem Solving and Innovation rubric

1

- The learning activity's main requirement IS NOT problem solving. Learners use a previously learned answer or procedure for most of the work

2

- The learning activity's main requirement IS **problem solving**
- BUT the problem IS NOT a **real-world problem**

3

- The learning activity's main requirement IS **problem solving**
- AND the problem IS a **real-world problem**
- BUT learners DO NOT **innovate**. They are NOT required to implement their ideas in the real world nor to communicate their ideas to someone outside the academic context who can implement them

4

- The learning activity's main requirement IS **problem solving**
- AND the problem IS a **real-world problem**
- AND learners DO **innovate**. They ARE required to implement their ideas in the real world or to communicate their ideas to someone outside the academic context who can implement them



Real-World Problem Solving and Innovation decision tree

Main requirement is **problem solving**?

Yes



Are learners working on a **real-world problem**?

Yes



Requires **innovation**?

Yes



4

No



1

No



2

No



3





Skilled Communication rubric

- 1
 - Learners are NOT required to produce extended or multi-modal communication
- 2
 - Learners ARE required to **produce extended communication** or **multi-modal communication**
 - BUT they are NOT required to provide **supporting evidence** OR design their work for a **particular audience**
- 3
 - Learners ARE required to produce **extended communication** or **multi-modal communication**
 - AND they ARE required to provide **supporting evidence**: they must explain their ideas or support a thesis with facts or examplesOR
 - They ARE required to design their communication for a **particular audience**
 - BUT not both
- 4
 - Learners ARE required to produce **extended communication** or **multi-modal communication**
 - AND they ARE required to provide **supporting evidence**
 - AND they ARE required to **design their communication for a particular audience**



Skilled Communication decision tree

Communication was
extended or **multi-modal**?

Yes



No



1

Provided sufficient
supporting **evidence**?

Yes



No



Designed appropriately for
a **particular audience**?

No

Yes



2



Designed appropriately for
a **particular audience**?

Yes



No



3

4





Self-Regulation rubric

1

- The learning activity is NOT long-term OR learners DO NOT have both learning goals and associated success criteria in advance of completing their work

2

- The learning activity IS long-term
- AND learners DO have **learning goals and associated success criteria** in advance of completing their work
- BUT learners DO NOT have the opportunity to plan their own work

3

- The learning activity IS long-term
- AND learners DO have **learning goals and associated success criteria** in advance of completing their work
- AND learners DO have the opportunity to **plan their own work**
- BUT learners DO NOT have the opportunity to revise their work based on feedback

4

- The learning activity IS long-term
- AND learners DO have **learning goals and associated success criteria** in advance of completing their work
- AND learners DO have the opportunity to **plan their own work**
- AND learners DO have the opportunity to **revise their work based on feedback**



Self-Regulation decision tree

Long-term activity AND learners have **learning goals and success criteria** in advance?

Yes



Yes



Yes



4

No



1

No



2

No



3

Learners **plan** their own work?

Learners have opportunity to **revise** work based on feedback?





ICT for Learning rubric

- 1
 - Learners **DO NOT** have the opportunity to use ICT for this learning activity
- 2
 - Learners **use ICT to learn to practice basic skills or reproduce information**. They are not constructing knowledge
- 3
 - Learners **use ICT to support knowledge construction**
 - **BUT** they could construct the same knowledge without using ICT
- 4
 - Learners **use ICT to support knowledge construction**
 - **AND** the **ICT is required for constructing this knowledge**
 - **BUT** learners do **NOT** create an ICT product for authentic users.
- 5
 - Learners **use ICT to support knowledge construction**
 - **AND** the **ICT is required for constructing this knowledge**
 - **AND** learners **do create an ICT product for authentic users**



ICT for Learning decision tree

Learners have the opportunity to **use** ICT?

ICT supports learners' **knowledge construction**?

ICT is **required** for constructing this knowledge?

Learners are **designers** of an ICT product?

