

Activities that task learners to **interpret, analyse, synthesise, or evaluate** information or ideas.

Knowledge Construction

The main part of the activity where learners spend the **most time** and **effort** AND is usually for the most **marks**.

Main Requirement?

Big Ideas!

Learners must abstract what they have learned and look at it from a **different perspective** to APPLY it in a **different situation**.

New Context?

Learning goals that involve content, important ideas, or methods from **different academic subjects**.

Interdisciplinary?

1 Requires Knowledge Construction?

2 Main Requirement?

3 Apply knowledge in new context?

4 Interdisciplinary activity?

5 Interdisciplinary activity?

KNOWLEDGE CONSTRUCTION

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Learners work together in **pairs or groups** to

- discuss an issue OR
- solve a problem OR
- create a product.

Working Together

Learners must collectively **own the work** and be **mutually responsible** for its outcome.

Shared Responsibility

Big Ideas!

Substantive decisions are **decisions that shape** the content, process, OR product of learners' work.

Substantive Decisions

All learners must **participate** in order for the team to succeed. There must be **individual AND group accountability**.

Interdependent?

1 Work in pairs or groups?

2 Shared responsibility?

3 Substantive decisions together?


4 Substantive decisions together?

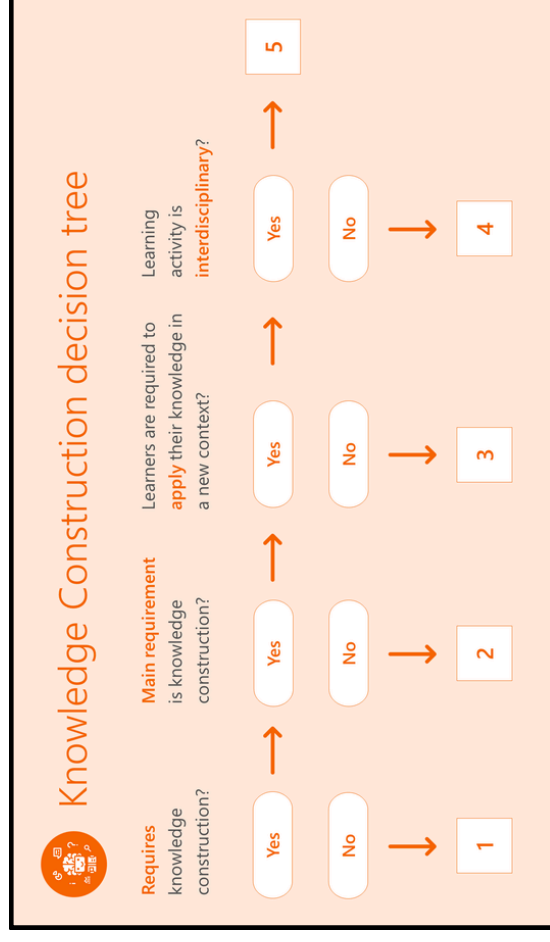
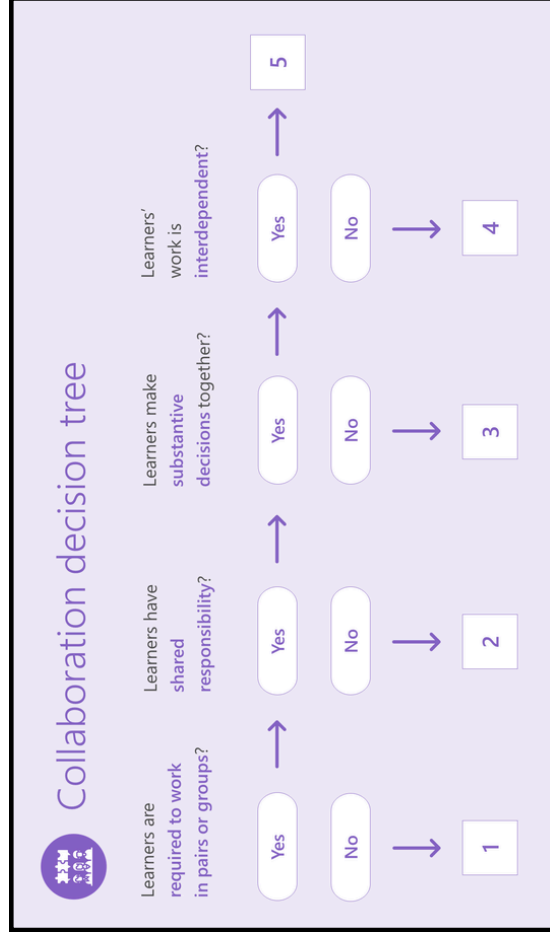
5 Interdependent work?

COLLABORATION

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 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

 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



A **defined challenge** to:

- develop a solution OR
- complete a task without instructions OR
- design a complex product.

Problem-solving?

The main part of the activity where learners spend the most **time** and **effort** AND is usually for the most **marks**.

Main Requirement?

Big Ideas!

Learners' ideas or solutions are **put into practice** in the real world.

Innovation?

Authentic situations:

- Are **experienced** by real people.
- Have a specific **audience**.
- Have specific **contexts**
- Use actual **data**.

Real-world?

Flowchart questions:

- 1** Main Requirement? (NO/YES)
- 2** Real-world problem? (NO/YES)
- 3** Requires innovation? (NO/YES)
- 4** Requires innovation? (NO/YES)

REAL-WORLD PROBLEM-SOLVING

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Learners must produce communication that represents a set of **connected ideas**.

Extended Communication

It includes more than one type of communication mode or tool used to communicate a coherent message.

Muilt-Modal?

Big Ideas!

Learners must **explain** their **ideas** OR support their thesis with **facts** or **examples**.

Evidence?

Communication and selected tools are **appropriate** to the **specific** audience.

Audience?

Flowchart questions:

- 1** Extended OR Multi-modal? (NO/YES)
- 2** Particular Audience? (NO/YES)
- 3** Supporting evidence? (NO/YES)
- 4** Particular Audience? (NO/YES)

SKILLED COMMUNICATION

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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 examples
 OR
 - 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**

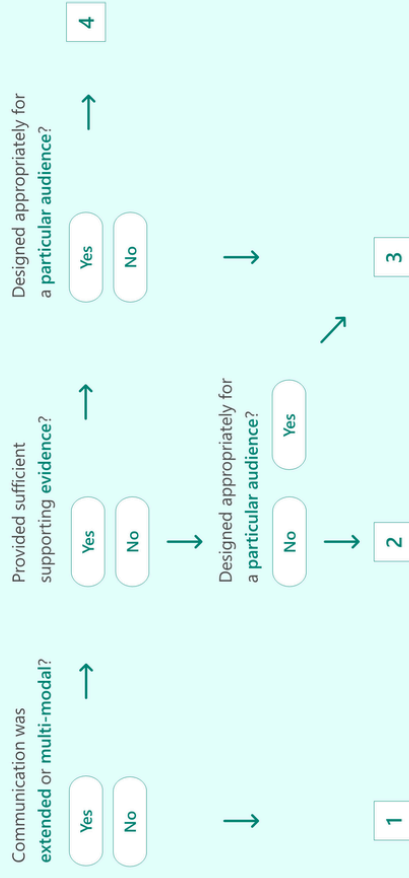


Real-World Problem Solving and Innovation rubric

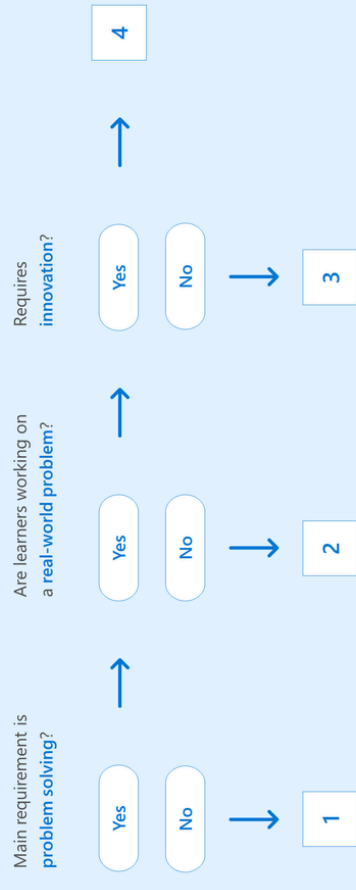
- 1
 - The learning activity's main requirement IS NOT problem solving. Learners use a previously learned answer or procedure for most of the work
- 2
 - The learning activity's main requirement IS **problem solving**
 - BUT the problem IS NOT a **real-world problem**
- 3
 - The learning activity's main 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



Skilled Communication decision tree



Real-World Problem Solving and Innovation decision tree



Big Ideas!

Learners work on it for a **substantive** period of time, AND the process includes drafts.

Long-term Activity?

Define **what** is to be learned AND the **success criteria** that to be considered to determine whether the learning goals have been met.

Learning goals?

Learners make **decisions** about the **schedule** and **steps** they will follow:

- How?
- When?
- Who?
- Where?

Planning?

Feedback is given and explicitly used to **improve** the **work** before it is submitted or finalised.

Feedback AND Revise?

1 **NO** Long-term AND learning goals?

2 **NO** Learners plan?

3 **YES**

4 **YES** Opportunity to **revise** after **feedback**?

! SELF-REGULATION

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Big Ideas!

Learners **are required** to use ICT or can **use ICT** to complete all or part of the learning activity.

ICT?

Required?

ICT supports learners to **interpret, analyse, synthesise, or evaluate** information or ideas.

Knowledge Construction

Learners complete knowledge construction activities that would be impossible or impractical without the use of the ICT.

Required?

Learners **create ICT products** that others can use, supporting their real-world problem-solving and innovation.

Designers?

1 **NO** Requires ICT?

2 **NO** Supports **knowledge construction**?

3 **NO** Required for knowledge construction?

4 **YES**

5 **YES** Designers of an ICT product?

⚡ USE OF ICT FOR LEARNING

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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

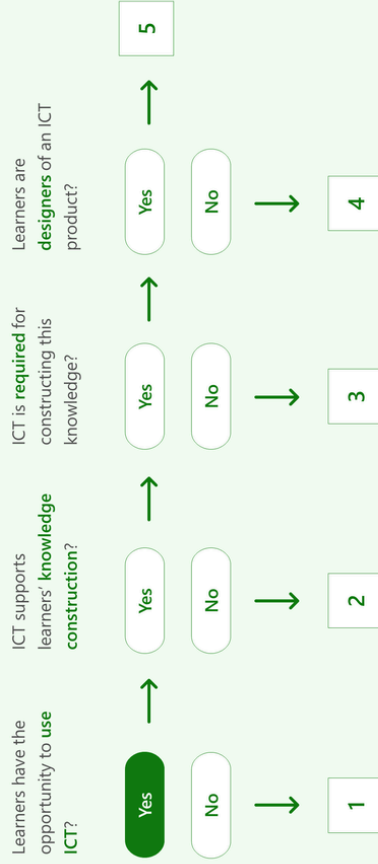


Self-Regulation rubric

- 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
 - 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
- 2 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
- 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



ICT for Learning decision tree



Self-Regulation decision tree

