

Design Proof Authenticity

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.	
	Learning is guided through meaningful questions and systematic processes towards complex understandings.	
Meaningful Questions	Learners engage with questions that access the appropriate depth of knowledge or level of Bloom's Taxonomy.	
	Learners share ideas and respond to the ideas of others.	
Substantive Conversation	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.
