**Design Proof**

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

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| Engage  | **Score** |
| **Capture interest and establish prior knowledge** | Purpose and/or relevance of learning is established. |  |
| Learner prior knowledge is elicited and/or activated. |  |
| Essential/guiding questions or objectives are employed and continually revisited throughout. |  |
| Explore |
| **Construct knowledge through questioning and active engagement in a learning task** | Learners engage actively in a learning task. |  |
| Learners are provided with opportunities for discourse and multiple forms of interaction with the material. |  |
| Materials/technology help learners interact with content, offered in various formats (video, audio, text, infographic, etc.), in a meaningful way. |  |
| Instructor’s role is facilitation rather than delivery of information to the largest possible extent. |  |
| Explain |
| **Interpret, clarify, and refine learning** | Provides opportunities for learners to connect the learning activity with authentic learning and/or connect to the real-world. |  |
| Provides opportunities for learners to ask questions and receive instructor and peer feedback that helps gauge their understanding. |  |

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| Extend |  |
| **Apply and generalize learning** | Includes collaboration. |  |
| Includes creation of new learning structures (where applicable). |  |
| Evaluate |
| **Assess learning** | Formative and summative assessments of learning progress are present. |  |
| Culminating product, performance, or presentation allows the learner choice (where possible) in how to articulate or synthesize new knowledge. |  |
| Evaluation includes open-ended questions about new learning. |  |

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

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