|  |  |  |  |
| --- | --- | --- | --- |
| **Content** | **Fully Evident****2 points** | **Partially Evident****1 point** | **Not Evident****0 points** |
| Learning objectives are student-friendly and are directly shared with learners |  |  |  |
| Learning objectives focus on essential knowledge and aim for depth |  |  |  |
| Learning objectives have relevance that is either personalized to learners, connected to the real world, or aligned with the EOC |  |  |  |
| Student work outputs align direction with the scope and rigor of the learning objective |  |  |  |
| **Flexible Time** |  |  |  |
| Module provides scaffolds to help the students pace including an “agenda” at the outset |  |  |  |
| Design allows students to move asynchronously when learning remotely |  |  |  |
| Design provides regular formative assessments where teachers can respond to learner needs |  |  |  |
| Design provides opportunity for direct help from the teacher |  |  |  |
| **Feedback and Grades** |  |  |  |
| Each student output has a formalized method of providing feedback |  |  |  |
| Expectations for each output is clear with appropriate rubrics, guides, and or examples provided |  |  |  |
| Grading comes after the scaffolded exploration or practice has occurred which included feedback |  |  |  |
| There are opportunities for students to relearn and try again to show mastery on graded assignments |  |  |  |
| **Student Agency** |  |  |  |
| Scaffolds for student agency are seen in the canvas layout and organization |  |  |  |
| Inputs are scaffolded to assure quality student interaction with the content |  |  |  |
| Outputs are scaffolded to account for challenges in execution |  |  |  |
| Teacher feedback tor agency is embedded |  |  |  |

 Assigner Designer

 0 8 16 24 32

Total Points