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http://www.mguhlin.org/2012/10/classroom-learning-activity-rubric.html

Criteria	**Redefinition** ***"Learning is messy."*** Ex: students collaborate with others to solve real life, unpredictable, cross-curricular problems that they've chosen by crafting a plan or joint document.	**Modification** ***"To Know is to Know how to make."*** Ex: offer students variety of choices for product creation outlets, not just a word processed document.	**Augmentation** ***"Let's try that again but use technology to improve it."*** Ex: type up handwritten piece sharing your solution and spell-check it, revise electronically.	**Substitution** ***"Let's do the same thing over again but use technology."*** Ex: instead of handwriting, turn in teacher assignment on printed Word document.
Active, Engaged Learning	All students are authentically, and actively engaged in the learning process nearly all of the time, including the use of technology. Learning is student centered. Students are asked to make most of the decisions about a task, activity, or work that is associated with a result or outcome that has clear meaning and is of relatively immediate value to student.	All students are independently, actively engaged in the majority of the learning process, including the use of technology. Learning is student centered. Students are asked to make most decisions	All students are independently and actively engaged in the learning process occasionally, including the use of technology. Most learning is teacher directed. Students are occasionally asked to make decisions.	All students are not independently and actively engaged in the learning process. Learning is only teacher directed. Students are not asked to make decisions.
Authentic Assessment	Assessment task is effectively matched to learning outcomes, audience has been defined and selected to match learning outcomes, and reflects real-world application of learning.	Assessment is aligned to learning outcomes, and reflects real-world application of learning.	Assessment task attempts to match learning outcomes. Audience is left to chance, rather than selected. Assessment task may reflect real-world application of learning.	Learning outcomes, audience, task are unrelated and do not reflect real-world learning applications.
Classroom Management	Teacher(s) is/are actively aware of what all students are doing, and interacting with	Teacher(s) is/are aware of what students are doing. There are	Teacher(s) is/are unaware of what students possibly off-task) are doing.	Teacher(s) is/are unaware of what students are doing and they are off task. Few

	students as they work (pushing their thinking). There are structures in place for organized and efficient use of instructional resources. Seamless use of a variety of classroom resources. Technical challenges are imperceptible.	structures in place for organized and efficient use of instructional resources. Seamless use of classroom resources. Handles technical challenges in stride.	Teacher attempts to put structures in place for organized and efficient use of instructional resources. Struggles to use classroom resources and technical challenges impede learning.	or no structures in place for organized and efficient use of instructional resources. Is unable to use intended classroom resources. Teacher's visible frustration with technical challenges negatively impacts learning.
Cooperative Learning	All students work inter-dependently, clearly focused on achieving joint expectations, taking the initiative to innovate on assignment.	All students work inter-dependently, clearly focused on achieving joint expectations with occasional teacher support.	All students work independently, cognizant of the role they play but unclear of how their work impacts the whole.	All students work independently and their group work is not coordinated by anyone and expectations are unclear.
Differentiation	Differentiation takes place in the areas of content, process, and product.	Differentiation takes place in two of the three areas: content, process, and/or product.	Differentiation takes place in only one of the three areas: content, process, or product.	No differentiation.
Use of Technology	Learning activities are "remix"ed and designed in ways that would not be possible to accomplish without technology. Focus is on the creating, evaluating, and analyzing process and products.	Technology allows new product(s) to be created, as well as improves efficiency. Focus is on creating, evaluating, and analyzing products.	Technology acts as a direct tool substitute, with functional improvement.	Technology acts as a direct tool substitute, with no functional improvement.
Feedback:				