Grade 5 Digital Citizenship

Lesson Design Rubric

DN- Does Not Meet Expectations**, MS –** Meets with Support**, M –** Meets Expectations**, E –** Exceeds Expectations

Criteria	DN	MS	M	E
Construction of Knowledge				
Activities engage learner's prior conceptions and relate them to new knowledge				
Learners are able to affect the environment in some way by making decisions or constructing a product.				
Process, not Product				
Learning process gives students opportunities to access, transform and translate information through developing new perspectives				
Lesson permits feedback and revision of student knowledge base				
Multiple Perspectives				
Learners are offered opportunities for collaboration				
Collaboration provides learners with chances to exchange perspectives and reconcile differences				
Situated Cognition				
Lesson supports question-based, case-based, project-based, or problem-based learning				
Learning task is interesting, appealing and engaging				
Reflexive Cognition				
Opportunities for students to become self-regulatory and self-aware				
Learners examine personal beliefs and theories about subject matter				

Cognitive Apprenticeship				
Students are supported and scaffolded in their pursuits to reach a skilled level in task completion				
Process-Based Evaluation				
Assessment involves testing the learning outcomes, as well as using the skills, not simply explaining them				
Technology or cognitive tools allow students to portray knowledge in ways that are more highly structured and visual				
Self-regulated learners are responsible for setting their own goals, choosing their own strategies and monitoring their own learning.				
Comments:				

Criteria adapted from BCIT's Learning Resources Unit's 7 Principles of Constructivism(2003)