**Rubric for Assessing Constructivist Instructional Model-Genius Hour**

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|  | **Beginning** | **Developing** | **Accomplished** |
| **Orientation and Elicitation**Students are motivated to learn. Their ideas are made explicit through discussions, writing, etc. | - Teacher imparts knowledge, students are passive recipients. Learning activities are pre-determined, not relevant or meaningful to student- Students prior knowledge is not activated, students do not make predictions or build on ideas-Opportunities for collaboration and discussion not present | - Teacher imparts knowledge; students have some choice in how and what they learn. Learning activities may be pre-determined, but are focused on problem, project, issue or question that are relevant/ meaningful to student- Students prior knowledge is activated, might not make predictions or build on their ideas-Some opportunities for collaboration discussion | - Students choose what they learn and how they learn it, teacher guides. Focus is a problem, project, question, or issue relevant/meaningful to student- Learning activities examine the students’ own prior concepts and relate them to new knowledge. Students encouraged to make predictions and build on their ideas-Collaborative activities and discussions with other students present |
| **Restructuring of ideas**Teacher and students clarify, exchange and evaluate views and ideas through discussions and demonstrations | -Students follow teacher’s sequence of learning activities-All relevant information is pre-specified. There is no room for the student to contribute ideas or insight-Facts are given in isolation, do not help student become expert in chosen domain field-No collaboration or reflection occurs-No motivational prompts offered early on | -Teacher may suggest order of learning activities, students have some choice-Students contribute some materials and ideas to lesson. They are somewhat engaged in some elements of the lesson-Tasks are identified that expert performs, teacher aids students in completing tasks-Some collaboration or reflection occurs with classmates-Some motivational prompts or hints offered early on. Students are persuaded to reconsider flawed methods for problem solving | - Students decide sequence of learning activities, free to follow their own initiative and curiosity -Information is meaningfully constructed. Students are active participants in the learning process.-Student calls upon existing resources to research most appropriate approach to completing task- Students review and reflect on learning process together-Motivational prompts and hints offered early on and during difficult tasks. Students forced to think outside of constructed mental modes  |
| **Application of ideas**Students use new ideas in familiar and novel settings | -Learning activities do not promote or support question/issue based, case-based, project-based, or problem-based learning-Students are not given opportunity to develop ideas; learning activities do not measure learning against previous conceptions; no choice or must respond in basic forms-Students work alone. They do not share their ideas and do not have access to the work of others | -Learning activities may promote or support some elements of question/issue based, case-based, project-based, or problem-based learning-Students are given minimal time to develop ideas and check previous conceptions; students can respond in select ways- Students have some opportunities to collaborate, communicate with others and share ideas.  | -Learning activities promote or support question/issue based, case-based, project-based, or problem-based learning-Students reflect back on previous ideas; given time to make changes in initial understandings and check for any changes in understandings; given choices and able to respond in variety of ways- All students encouraged to take part and contribute to the learning. They are accountable to others to communicate ideas and provide information |
| **Review**Students reflect on how their ideas have changed | -Assessment examines final product, not the thinking process, task is not pre-determined or authentic-Assessment does not link to the learning outcomes-Students move directly to the next lesson, time for reflection is not encouraged or provided-Assessment is not integrated into the learning experiences and is only done at the end of the project | -Assessment somewhat examines the thinking process that has enabled the student to successfully complete the task. May not be pre-determined or authentic-Assessment somewhat links to learning outcomes-Students are able to reflect on learning if they choose. Move onto next lesson with minimal review of their new understandings-Assessment is partially integrated into learning experiences, but is mostly done at the end | -Assessment examines the thinking process that has enabled the student to be successful in completing the pre-determined authentic task-Assessment links to learning outcomes directly-Students are encouraged to reflect on their learning, their prior knowledge and their new understandings before moving on-Assessment is seamlessly integrated into meaningful learning experiences and not tacked on at the end |