

Designing Constructivist Learning Experiences Rubric				
Learner Name:				Expert
Authentic Activity Checklist	Beginning 1	Developing 2	Accomplished 3	Exemplary 4
1. Has real-world relevance.	Doesn't have any real world relevance.	Has very little real world relevance	Has some real world relevance.	Has real-world relevance.
2. Is ill-defined.	Isn't ill-defined.	Is somewhat ill-defined.	Is nearly ill-defined.	Is ill-defined.
3. Comprise s complex tasks to be investigated by learners over a sustained period of time.	Doesn't include complex tasks to be investigated by learners over a sustained period of time.	Includes some simple tasks to be investigated by learners over a sustained period of time.	Includes many simple tasks to be investigated by learners over a sustained period of time.	Comprises complex tasks to be investigated by learners over a sustained period of time.
4. Provides the opportunity to examine a task from different perspectives, using a variety of resources.	Doesn't provides the opportunity to examine a task from different perspectives, using a variety of resources.	Provides some opportunities to examine a task from a different perspective, using a one resource.	Provides the opportunity to examine a task from two different perspectives, using a one or two resources.	Provides the opportunity to examine a task from different perspectives, using a variety of resources.
5. Provides the opportunity to collaborate.	Doesn't use any tools of collaboration.	Provides very little opportunity to collaborate.	Provides some opportunity to collaborate.	Provides the opportunity to collaborate.
6. Provides the opportunity to reflect.	Provides no opportunity to reflect.	Provides very little opportunity to reflect.	Provides some opportunity to reflect.	Provides the opportunity to reflect.
7. Is integrated and applied across different subject areas and leads to beyond domain specific outcomes.	Is not integrated and applied across different subject areas and leads to beyond domain specific outcomes.	Is integrated and applied across different subject areas and does not lead to beyond domain specific outcomes.	Is integrated and applied across different subject areas and leads to possibly one or two beyond domain specific outcomes.	Is integrated and applied across different subject areas and leads to beyond domain specific outcomes.
8. Is seamlessly integrated with assessments.	Is not seamlessly integrated with assessments.	Is somewhat integrated with assessments.	Is nearly seamlessly integrated with assessments.	Is seamlessly integrated with assessments.
9. Creates a polished product valuable in its own right.	Does not create a polished product valuable in its own right.	With much realignment, could create a polished product, valuable in its own right.	Nearly able to Create a polished product valuable in its own right.	Creates a polished products valuable in its own right.
10. Allows competing solutions and diversity of outcomes.	Does not allow for competing solutions and diversity of outcomes.	Allows for some competing solutions and some diversity of outcomes.	Allows competing solutions and some diversity of outcomes.	Allows competing solutions and diversity of outcomes.