

# Learning Design Rubric

	Limited Evidence	Emerging	Accelerating	Advanced
Learning Partnerships	<p>The learning design does not yet actively promote students and teachers working in a learning partnership. The teacher may assume a directing role. Student voice, choice and agency are limited and this may impact students' sense of belonging. There is limited demonstration of equity between students, teachers and others; there is no clear shared goal(s) across the learning partners and the learning outcomes are not transparent to all; the measures for success are not explicit to students.</p>	<p>The learning design includes elements of students, teachers and others working in a learning partnership to ensure Deep Learning outcomes. Teachers are starting to facilitate student voice, choice and agency. There are shared goal(s) for the learning that students support; there is growing equity in the learning partnership relationships; learning outcomes are transparent to students with an increasing understanding of how it will be measured.</p>	<p>The learning design has a clear strategy for students, teachers and other partners to achieve Deep Learning outcomes for all students. Students have a sense of belonging. Student voice, choice and agency and contribution to learning design has been integral; there is equity in the relationships between students, and teachers; learning outcomes, processes and expectations are transparent; and there is consensus about what success looks like and how it will be measured.</p>	<p>The learning design is a collaborative partnership between students and teachers and others, with a clear focus on achieving Deep Learning outcomes for all students. Student voice, choice, agency and contribution have been critical to improving the learning design.</p> <p>All students have a genuine sense of belonging. The learning partnership is driven by high levels of partner equity, transparency and mutual benefit/accountability. There are clear collaborative processes and measures to enable students to persevere and encounter success.</p>
Learning Environments	<p>The learning design does not yet take advantage of interaction or student voice. It is unclear how students can contribute to the learning. Opportunities to optimize the physical or virtual environment have not yet been employed.</p>	<p>The learning design states how an interactive learning environment establishes a climate and culture for learning. In doing so the learning design includes strategies to engage <i>most</i> students but does not yet have clear approaches to ensure equity or to generate student influence. The physical and virtual environments provide new contexts for learning.</p>	<p>The learning design includes an interactive and equitable learning environment to enable deep learning for all students. It includes strategies to develop collaborative processes with and between students and incorporates student voice to influence the ways we work together. Physical and virtual environments provide diverse contexts for learning.</p>	<p>An equitable and interactive learning environment permeates the learning design; all students are deeply engaged and committed to collaborative processes. Their voice drives learning and improvement.</p> <p>The physical and virtual environments within and beyond the classroom provide rich, authentic contexts for learning</p>

	Limited Evidence	Emerging	Accelerating	Advanced
<b>Pedagogical practices – learning and teaching strategies</b>	<p>The learning design includes a traditional range of pedagogical practices that may be more teacher directed without taking into account the needs, interests or voices of students in the learning process.</p>	<p>The learning design includes research proven pedagogical practices to advance deep learning goals.</p> <p>The design includes opportunities for active engagement but may not be based on the needs, interests and abilities of all students or informed by research proven models.</p> <p>Assessment practices are more teacher directed with limited opportunities for peer/self assessment. They may not represent a broad range of assessment approaches.</p>	<p>The learning design addresses students’ strengths, interests and needs and invites student voice and agency. It includes pedagogical practices that best match the learning goals and needs of the students.</p> <p>The learning design uses research proven models, scaffolds thinking and levels of complexity and personalizes learning.</p> <p>The learning design engages students through choice and authentic tasks to ensure appropriate challenge and maximization of learning potential. Students see themselves as emerging partners in the learning design process.</p> <p>The design engages students in a range of assessment approaches with rapid cycles of self and peer feedback to promote metacognition and self regulation.</p>	<p>The learning design reaches each student’s strengths, interests and needs and ensures that each student’s voice and agency is activated. Through its design students fulfil a purpose beyond the learning.</p> <p>The most appropriate research proven pedagogy is facilitated at the right time to respond to learners’ needs. It scaffolds thinking and levels of complexity to enable the Deep Learning Outcomes to be realized by all students. A broad repertoire of strategies generates authentic experiences, personalized learning, and increased engagement.</p> <p>Continuous rapid cycles of self and peer feedback as well as a variety of learning and assessment strategies -accelerate metacognition and self-direction.</p>
<b>Leveraging Digital</b>	<p>Learning Design includes limited student access and use of digital and is focused on low-level or shallow use. Digital is often a substitution for traditional learning approaches.</p> <p>Use of digital does not yet enable students to interact with each other and does not advance Deep Learning outcomes.</p> <p>Digital citizenship and personal safety have not been addressed in the learning design.</p>	<p>The learning design provides access to digital to encourage student motivation, engagement and connection to local and global sources.</p> <p>Digital provides new opportunities for students to reflect, share, communicate and further develop Deep Learning outcomes.</p> <p>The learning design addresses digital citizenship and personal safety</p>	<p>The learning design includes digital to encourage student motivation, engagement and connection to local and global sources at any time.</p> <p>Digital provides explicit and flexible opportunities for students to reflect, share, communicate and further develop Deep Learning outcomes.</p> <p>The learning design is clear about digital citizenship and personal safety and monitors this effectively.</p>	<p>The learning design includes digital seamlessly and authentically to encourage student motivation, engagement, and connection locally and globally.</p> <p>Digital amplifies innovation enabling students to achieve something that was otherwise not possible. Digital normalizes channels for reflection, sharing, communication and knowledge building in the learning design.</p> <p>The learning design incorporates processes to ensure students exercise a high degree of digital citizenship and personal safety for themselves and others</p>