

Pickerington Blended Learning Rubric

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	Phase 1	Phase 2	Phase 3
Planning	Plan minilesson, technology, independent, 4 C's for entire class	Plan with differentiated groups based on data	Individual playlists based on data with students learning at their own pace, place, and path
Assessment and Data	Collect data from our Digital Content to gain knowledge on where the students are.: STAR Reading and Math (K-12), DRA (K-4)	Collect and use the data to form groups Group students based on where students are and where they are going to go.	Collect and use data to personalize individual instruction. Providing students with choice in their learning.
Rotations (Path)	All students follow the same teacher directed path. No student choice.	Teacher uses data to group students to provide a path of instruction. Teacher may choose a set of standards that students work on (based off of data), yet students have a variety of projects to complete (choice board). - Limited student choice	Students individually choose what standards or projects on which to work during the class period. Sample checklists would be given to help guide student choice.
Rotations (Place)	Students will physically rotate through at least three rotations at the same time.	Students physically move through flexible rotations. They move when they are ready, no timers.	Students have the choice to work on what helps them to reach their goal, either individually or collaboratively; This includes non-traditional classroom settings, areas of unique furniture, as well as outside of the classroom.
Rotations (Pace)	Students rotate with timer set by teacher, teacher is training students during this phase (mini lesson, technology, Independent, 4 C's)	No timer - students rotate through activities based on differentiated learning groups, use checklist	No timer- individual student-paced pathways Check list
Classroom Management	Direct modeling - we teach students how each station works, model transitions and expectations. We give very specific directions often.	Modeling not needed as much. Students may need to be reminded periodically, but they are beginning to self monitor.	Modeling directions no longer needed. Students are complete owners of their needs, their directions and they can self correct.
Teacher Role	Teacher leads mini-lesson and creates stations based on curriculum; teacher assigns groups and all groups do the same thing; teachers assess student achievement at all stations; teacher models procedures for blended learning environment.	Teacher creates differentiated mini-lessons and a selection of stations based on data; teacher leads the mini-lesson and assesses student work in all stations; students facilitate themselves - Brains, Browse, Buddy before asking teacher for help.	Teacher plans and leads differentiated mini-lessons with students based on data analysis; teacher prepares a differentiated playlist which allows for student choice of pace, place, and path. Almost 100% self-facilitated by student, with the teacher interacting purposely as needed. (Teacher plans with other teachers to create the differentiated playlist.)
Student Engagement	Student engagement is mostly accomplished through compliance. Some students may need redirection.	Students begin to be actively engaged in their activities and show interest. Redirecting is only sometimes needed.	Students are interested and actively engaged in the activities. Students seek out opportunities for learning.
Student Collaboration	In their stations, students are working together to achieve a common outcome or application in a variety of ways.	In their stations, students are purposefully paired into flexible groups to pursue a common path through collaboration, or at times, individually. Can also include student choice.	In student chosen spaces, students are given more personalized 'Playlists' to better fit their needs. Students will collaborate with others in any place to achieve the expected outcomes of their individualized path using the necessary tools.
Technology	Digital content is used in learning, or technology is used to display what students know, during station rotations (place)	Digital content is used according to students' own path and pace, in addition to place	Digital content is being used as a response to data, and enables students to create/invent beyond classroom standards