SDSU CES Linked Learning Certificate
Module C
Authentic Learning and Assessment

Syllabus

Course Overview and Description

This two-unit, online module is part of a Linked Learning Certificate, a six-module certificate designed to promote study of the Linked Learning field, critical components of this approach to high school transformation, the growing body of Linked Learning research, and challenges and solutions associated with implementation. *Authentic Learning and Assessment* examines the behaviors of teachers and students in successful Linked Learning environments, and how those behaviors are established and sustained through thoughtful lessons and assessments.

Authentic Learning and Assessment is one among the six learning modules, listed below, in the Linked Learning Certificate:

- ❖ Linked Learning Pathway Design and Delivery
- ❖ Work-Based Learning
- ❖ Authentic Learning and Assessment
- ❖ Using Data in Communities of Practice
- ❖ Backward Mapping from Graduation to the Classroom
- ❖ Essential Collaborations: Industry, Community and Post-Secondary Partners

The module follows a weekly schedule of readings, assignments, and discussions. Participants are expected to examine resources, evaluate ideas and evidence, draw conclusions, and collaborate with other participants and colleagues. The assignments and discussions ask participants to apply their new knowledge to propose improvements to their own classroom practices, as well as the practices of their home schools and districts.

Learning Outcomes for the Course

This course is designed to develop your skills in creating and implementing effective and authentic learning and assessment as part of a Linked Learning program of study. By the end of the course, you should be able to

- Articulate the characteristics and benefits of quality authentic learning and assessment
- Apply best practices in Project-Based Learning and the Linked Learning Behaviors of Teaching and Learning to create lesson plans and learning activities
- Produce authentic summative and formative assessments

- Articulate the purposes of assessment rubrics and using common rubrics across a pathway
- Create rubrics for authentic assessment
- Collaborate to propose an instructional unit that showcases authentic learning and assessment

Culminating Project

For the culminating experience of this module, participants complete a project in pairs or groups that demonstrates deep understanding of authentic learning and project-based, relevant curriculum that covers necessary standards. Each group proposes an outline of an original student project with summaries of learning activities and standards taught, a description of the related authentic assessment and an accompanying rubric.

Details on the project, as well as the grading rubric, are found in the Culminating Project section of the course.

Grading

You can check on your grade any time in the Grades section of BlackBoard. The final grade for this module is broken down in the following way:

Culminating Project: 50%

The culminating project is due at the end of Week 4 and will be assessed against the Culminating Project Rubric, which is found on the Culminating Project section of the course.

Weekly Assignments and Discussions: 50%

All other assignments and class discussions are mandatory and constitute the remaining 50% of your final grade. Each assignment and discussion has equal weight.

Participation and Discussion

Practicing effective communication and active exchange of ideas is essential to your success in this course. Your regular and visible participation online, then, is valued and expected as part of this learning community. All communications should be professional in tone as well as quality. Graduate level writing is expected on all assignments and discussion boards.

Plan to log into the course to contribute to the discussions and post assignments at least two to three times a week. Logging in online at the last hour of the last day of each week does not benefit the class, as it prevents others from reflecting on and responding to your contributions before we move on to the next week's topic. You will lose points for this.

The best postings to the discussion board are substantive, pose interesting questions, and offer new insights or information. Few points are earned by posts that simply state "I agree with what Harry said,"

or restatements of already discussed ideas. You do not need formal citations in your discussion postings unless specifically asked in the assigned discussion forum question or assignment.

In general, the grading for weekly assignments and discussions will be as follows:

> 90% - 100% = Exceeds expected level of participation and completes all assignment requirements. Contributed more than the minimum required number of postings. Postings are timely, thoughtful, well written, and always add to the level of the conversation.

> 80% - 90% = Meets expected level of participation and completes all assignment requirements. Postings are timely, thoughtful, well written, and generally add to the level of the conversation

> 70% - 80% = Meets the minimum required level of participation and completes the assignment requirements. Little evidence of thoughtful insights or valuable new contributions to the discussion. Postings may be too late to allow responses from others.

> less than 70% = Does not meet the minimum required level of participation in number and/or quality of postings. Does not meet the requirements of the assignment. Postings may be too late to allow responses from others.

Weekly Topics and Outcomes

Required resources, readings, and assignments/discussions are found under the Week 1-4 sections of the course.

Week 1: Behaviors of Learning and Teaching (BLTs), Project/Problem Based Learning (PBL)

Learning Outcomes
- Describe the Linked Learning Behaviors of Learning and Teaching (BLTs) and assess your current practices
- Preview the final project requirements and objectives
- Identify the elements of quality project-based learning (PBL)
- Explore examples of PBL

Week 2: Authentic Assessment

Learning Outcomes
- Contrast authentic performance assessment practices with more traditional forms of assessment
- Explain the rationale for using common criteria and rubrics to plan pathway instruction
- Propose an authentic assessment of identified academic and industry standards
- Explain the benefits and challenges of assessing authentic activities, including group work

Week 3: Formative Assessment and Common Rubrics

Learning Outcomes

- Review the process and purposes of formative assessment
- Explain the rationale for using common criteria and rubrics to plan pathway instruction and assessment
- Discuss common challenges with the use of formative assessment and rubrics and propose solutions
- Relate the use of formative assessment to the purposes of authentic learning

Week 4: Culminating Project

Learning Outcomes

- Deliver standards-based content (including Common Core Standards) within an academic or career-technical subject area through engaging student projects that reflect the Linked Learning Behaviors of Teaching and Learning

Getting Help

There are several options available to get help at any time during the course:

If the answer to your question is one that everyone in the course would benefit from, post it in the Course Questions discussion forum. All participants are welcome to offer help in response to a post in this discussion forum -- there is no need to wait for the facilitator!

For private questions, email the facilitator and/or ask to schedule a phone or video conference. The facilitator aims to respond to all participant requests within 24 hours during weekdays, and by Monday afternoon for requests made during the weekend.

All participants in the course are credentialed in-service teachers, so please remember that help can come from your peers, as well. Email and call each other, skype, or schedule time in a chat room. You can ask the instructor to be a part of these conversations or interact on your own.

Statement on Cheating and Plagiarism

 "Statement on Cheating and Plagiarism: Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from

the University. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses ('Legal Notices on Cheating and Plagiarism') or the University Catalog ('Policies and Regulations')."

Students with Disabilities

"Americans with Disabilities Act (DA) Accommodation: The University is committed to providing reasonable academic accommodation to students with disabilities. The Student Disability Services Office provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Student Disability Services for information regarding accommodations. Please notify your instructor so that reasonable efforts can be made to accommodate you. If you expect accommodation through the Act, contact the Student Disability Services Office (http://www.sa.sdsu.edu/dss/dss_home.html) at (619) 594-6473."

Religious Observances

University Policy on Absence for Religious Observances includes the following statements: "By the end of the second week of the class, students should notify the instructor of planned absences for religious observances. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances." Please notify the instructor in a timely manner and a reasonable accommodation will be reached.

Statement that Syllabus is Subject to Change

This syllabus and schedule are subject to change in the event of extenuating circumstances. It is your responsibility to check on announcements.

Culminating Project

For the culminating experience of this module, you will be placed in pairs or small groups in collaboration with the instructor. Groups will be established early in Week 1. Your group's task is to demonstrate deep understanding of authentic learning and project-based, relevant curriculum that covers necessary standards.

Each group must propose an outline of an original student project with summaries of learning activities and standards taught, a description of the related authentic assessment and an accompanying rubric. At minimum, your final project must include:

- One paragraph description of the project's grade level, the academic and CTE courses that contribute content and instruction, and what students will produce
- A list of the academic, CTE, industry, and 21st Century standards covered by the project
- A brief description of each lesson related to the project, including activities, outcomes, lesson length and the course that will teach the lesson
- A brief description of the how the project will be assessed, and by whom
- An assessment rubric

The project should be submitted as one file (.doc, .pdf). One group member posts the file as an attachment on the discussion board; the body of the post should be a brief summary of proposed curriculum.

Each individual is also responsible for a peer review at least one other project using the culminating project scoring sheet.

WEEKS 1-4 Content

Week 1: Behaviors of Learning and Teaching (BLTs), Project/Problem Based Learning (PBL)

Learning Objectives
- Describe the Linked Learning Behaviors of Learning and Teaching (BLTs) and assess your current practices
- Preview the final project requirements and objectives
- Identify the elements of quality project-based learning (PBL)
- Explore examples of PBL

Resources
ConnectEd. (2013) *Linked Learning Behaviors of Learning and Teaching Continuum*.

Video. *Project Based Learning: Explained.* Retrieved December 7, 2011 *(*http://www.youtube.com/watch?v=LMCZvGesRz8*)*

Buck Institute for Education. *What is Project-Based Learning (PBL)?* (http://www.bie.org/about/what_is_pbl/)

Mergendoller, J.R., Maxwell, N., & Bellisimo, Y. (2007) The Effectiveness of Problem Based Instruction: A Comparative Study of Instructional Methods and Student Characteristics. *Interdisciplinary Journal of Problem-based Learning*, 1(2), 49-69. Retrieved December 5, 2011. (http://docs.lib.purdue.edu/ijpbl/vol1/iss2/5/)

Strobel, J. & van Barneveld, A. (2008) When is PBL More Effective? A Meta-synthesis of Meta-analyses Comparing PBL to Conventional Classrooms*. Interdisciplinary Journal of Problem-based Learning*, 3(1), 44-58. Retrieved December 5, 2011. (http://docs.lib.purdue.edu/ijpbl/vol3/iss1/4)

Video. Edutopia. (2011) *Schools The Work: Mixing Art and Politics – Integrated Studies in High School*. (http://www.edutopia.org/stw-integrated-studies-york-resources-video)

Education Development Center, Inc. (2010) *Digital Media Arts (DMA) Integrated Units*. (http://dma.edc.org/course/integrated-units)
This site has several examples of lessons and curriculum units that pair digital media arts content with English language arts, social science, math, and science.

Assignments

1.1 Introduce one of your group members
You have been placed in a group for the culminating project. This week, get to know your group members personally -- send them a few interesting questions to answer, or set up a quick phone call. Then choose one group member to introduce to the rest of the class. Be creative! In the past, introductions have been made via recorded skype interviews, a cartoon, a "listicle" or Top-Ten list, etc… Everyone must introduce one person, and all group members must be introduced!

Post your introduction on the discussion board. Reply to at least two other posts.

Module C: Authentic Learning and Assessment. San Diego State University.

1.2 Start Culminating Project

Begin working on the final project for this course, an outline of a multidisciplinary project for pathway students that fully applies the Linked Learning Behaviors of Learning and Teaching. Use this week to preview the requirements for this assignment. You will be working in pairs or groups of three, determined in collaboration with the instructor.

By the end of this week, read the project requirements and decide on the following:

- Grade level and Courses/Standards. Decide on the grade level and specific courses whose standards your group will connect to through the integrated project. For example, you might decide on 10th grade: World History, Grade 10 English, Chemistry, Algebra II.
- Industry Sector. If the industry sector you will be working with is not determined by having a CTE teacher in your group, agree on a sector for this project. (See www. http://pubs.cde.ca.gov/CTE/is/index.aspx for information about California Industry Sectors)

If your group is having trouble with these requirements, contact the facilitator immediately for some help.

Post your group information on the discussion board. Make the subject of the post the name of your group.

1.3: Journal Entry –Linked Learning Behaviors of Learning and Teaching

After looking through this week's resources, write a journal entry that does the following:

- Define authentic learning and project-based learning in your own words. What are your reactions to the readings on these types of instruction?
- Reflect on the BLTs and PBL. Name one aspect of your classroom practice that you most want to improve, and why. If you aren't currently teaching, base your reflection on a classroom which you have observed or participated with in the past.

To create a journal entry, go to the Journal Tool in the navigation menu. Click on the Assignment 1.2 journal and create a new entry. Your entry with only be visible to the instructor.

At any time during the course, you are welcome to record your thoughts in the Course Journal. Again, all entries are private between you and the instructor.

Week 2: Authentic Assessment

Learning Objectives

- Contrast authentic performance assessment practices with more traditional forms of assessment
- Explain the rationale for using common criteria and rubrics to plan pathway instruction
- Propose an authentic assessment of identified academic and industry standards
- Explain the benefits and challenges of assessing authentic activities, including group work

Resources

Gulikers, Judith, et.al. (2004.) *A Five-Dimensional Framework for Authentic Assessment*. Educational Technology Research and Development, Vol. 52, No. 3, pp67-86. (http://igitur-archive.library.uu.nl/fss/2006-1003-201307/kirschner_04_five_dimensional_framework%20for%20Authentic%20Assessment.pdf)

McAlister, Brian. *Authenticity of Authentic Assessment: What the Research Says…Or Doesn't Say*. (www.calpro-online.org/eric/docs/custer/custer4.pdf)

Stecher, Brian. (2010.) Performance Assessment in an Era of Standards-based Educational Accountability. Stanford Center for Opportunity Policy in Education. http://edpolicy.stanford.edu/sites/default/files/publications/performance-assessment-era-standards-based-educational-accountability_0.pdf

Video. *Senior Defense*. ConnectEd: The California Center for College and Career. (https://www.youtube.com/watch?v=dKuwOmQTDng)

Palm, Torulf. (2008) *Performance Assessment and Authentic Assessment: A Conceptual Analysis of the Literature*. Practical Assessment Research & Evaluation, 13(4). (http://pareonline.net/getvn.asp?v=13&n=4)

Darling-Hammond, L. & Adamson, F. (2010.) *Beyond basic skills: The role of performance assessment in achieving 21st century standards of learning.* Stanford, CA: Stanford University, Stanford Center for Opportunity Policy in Education. (http://scope.4site.tv/sites/default/files/publications/beyond-basic-skills-role-performance-assessment-achieving-21st-century-standards-learning_3.pdf)

Assignments

2.1 Discussion
In your discussion post, define authentic performance assessment in your own words. Then, discuss a topic or ask a question from this week's resources. [See bullets below.] Be sure to cite at least one resource. Some possibilities are the following:
- What circumstances would cause you not to use authentic assessment? Why aren't more classrooms using authentic performance assessment?
- How do the ideas introduced this week relate to the shift to Common Core?
- Something that still puzzles me about authentic performance assessment is…

Respond substantively to at least two other students. Reply to those that respond to your initial post.

2.2 Continue Working on Culminating Project
This would be a good week to brainstorm authentic assessment ideas for your group's project.

Week 3: Formative Assessment and Common Rubrics

Learning Objectives

- Review the process and purposes of formative assessment
- Explain the rationale for using common criteria and rubrics to plan pathway instruction and assessment
- Discuss common challenges with the use of formative assessment and rubrics and propose solutions
- Relate the use of formative assessment to the purposes of authentic learning

Resources

Audio podcast. Association for Middle Level Education. (2009) *5 Myths about Formative Assessment*. Today's Middle Level Educator. (http://www.amle.org/Publications/TodaysMiddleLevelEducator/tabid/1409/Default.aspx?name=formative%20assessment)

Black, Paul and Dylan William. (1998) *Inside the Black Box: Raising Standards Through Classroom Assessment*. Phi Delta Kappa International. (http://www.svitv.sccoe.org/depts/esb/docs/2008/Jan2008/InsideBlackBox.pdf)

Taos Municipal Schools. *Types of Formative Assessment*. (http://www.taosschools.org/ths/School%20Improvement/CIEDipTTModule7TypesofFormativeAssessment.pdf)

Volante, Louis, et. al. (May 2010) *Teachers' views on conducting formative assessment within contemporary classrooms*. Paper presented at the Annual Meeting of the American Educational Research Association*.* Denver, Colorado. (http://eric.ed.gov/PDFS/ED509293.pdf)

Brookhart, Susan. (2013.) Chapter 1: What are rubrics and why are they important? *How to create and use rubrics for formative assessment and grading*. ASCD. (http://www.ascd.org/publications/books/112001/chapters/What-Are-Rubrics-and-Why-Are-They-Important%C2%A2.aspx)
Wolf, Kenneth; Stevens, Ellen. (2007) The Role of Rubrics in Advancing and Assessing Student Learning. *Journal of Effective Teaching*, 7-1 p3-14. (http://files.eric.ed.gov/fulltext/EJ1055646.pdf)

Assignments

Assignment 3.1: Choose One Activity

This week, complete **one** of the activities/discussions. You are welcome to "eavesdrop" or contribute comments to the activity that you don't select.

Choice 1: Formative Assessment Discussion
Volante, et. al. (2010) interviewed elementary and secondary teachers on their views on using formative assessments. Read the provided interview quotes and discuss the following:

- In your own words, define the challenges with formative assessment that these teachers are facing. Hypothesize on the underlying causes, attitudes and/or misunderstandings (from teachers or students) that lead to the described challenges.
- How might an author of this week's readings respond to these quotes?
- How is formative assessment, and the challenges these teachers describe, related to authentic instruction and project-based learning?

Reply to at least two other students.

These are comments from high school teachers on giving feedback to students before final grading:

- *We have two forces pulling us in different directions – more assessment and less evaluation is running up against reporting more frequently for parent satisfaction and student motivation. We, as teachers, are responsible for reconciliation of various assessment tools whereby magically feedback turns into a mark for reporting. In addition, I have a hard time believing that the final assignment mark is valid: Is it their work I am marking or mine? (12)*

- *I tell my students, I don't pull your mark out of the air… it's based on certain criteria and this is how your mark was added up. I put all these marks on your essay explaining what you did well, what you didn't do well, things you can improve on, and then we give it back. [The students] just look at the mark and don't look at all the squiggles [i.e., the feedback] and then it goes into their folder or locker and [they] never pull it out again. So that doesn't really help the students; it shows [the teacher] where [students] are but unless students use it in a constructive way it's useless and a teacher's waste of time. (12)*

Volante, Louis, et. al. *Teachers' views on conducting formative assessment within contemporary classrooms*. Paper presented at the Annual Meeting of the American Educational Research Association. Denver, Colorado. May 1, 2010. Retrieved August 12, 2011. (http://eric.ed.gov/PDFS/ED509293.pdf)

Choice 2: Common Pathway Rubrics for Formative Assessment
As outlined in the BLTs, effective pathways use common rubrics for ongoing assessment to make instructional decisions.

Read this week's resources, think about your own experiences with rubrics and explore the examples of common pathway rubrics provided in ConnectEd Studios [https://connectedstudios.org/pt/pt/rubric_bank/. To access these resources, you must create a free login to ConnectEd Studios].

On the discussion board, post your reflections on the following:
- Does your pathway use common rubrics? Why or why not?
- Why are common rubrics a necessary component of pathway assessment and instruction? How do they benefit the students and teachers?
- How are rubrics related authentic learning and instruction?

- How would you go about convincing reluctant pathway teachers to adopt the use of common rubrics, or what process would you use to create/adapt a rubric for common use in your pathway?

Respond with substantive comments to at least two other students.

Assignment 3.2: Continue Work on Culminating Project
The culminating project is due at the end of next week.

Week 4: Culminating Project

Learning Objectives

- Deliver standards-based content (including Common Core Standards) within an academic or career-technical subject area through engaging student projects that reflect the Linked Learning Behaviors of Teaching and Learning

Assignments

4.1: Culminating Project and Peer Review

The group leader submits the culminating project, an outline of a multidisciplinary student project, to the appropriate discussion board. Your final project must include:

- One paragraph description of the project's grade level, the academic and CTE courses that contribute content and instruction, and what students will produce
- A list of the academic, CTE, industry, and 21st Century standards covered by the project
- A one-sentence description of each lesson related to the project, including lesson length and the course that will teach the lesson
- A brief description of the how the project will be assessed, and by whom
- An assessment rubric

Peer review at least one other project using the culminating project rubric.

4.2: Reflections and Thanks

Congratulations! You have finished the module! Take a moment to reflect on the most valuable things that you take away from this learning experience. Also thank those that helped you along the way.

Weekly Calendars

Week 1	Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday
Assignment 1.1	Contact group members				Post introduction	Reply to others	
Assignment 1.2	Contact group members		Review Culminating Project requirements. Discuss and make assignment decisions.				Post Project Info
Assignment 1.3						Complete journal entry	

Week 2	Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday
Assignment 2.1			Initial Post	Comment on other posts		Reply to responses, comment on other posts	
Culminating Project	Continue working on Culminating Project. Agree on an authentic student assessment/project.						

Week 3	Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday
Assignment 3.1			Initial Post	Comment on other posts		Reply to responses, comment on other posts	
Culminating Project	Continue working on Culminating Project. Determine learning outcomes, standards, and decide what lessons to include. Create rubric.						

Week 4	Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday
Culminating Project		Complete lesson outlines		Complete draft of project	Final edits. Post project	Peer review at least one other project	
Assignment 4.2							Post final reflection

Culminating Project Scoring Sheet

50 Possible Points

This scoring system is used to assess the overall design and content of your culminating project. It is directly adapted from the *Linked Learning Behaviors of Learning and Teaching Continuum (*ConnectEd, 2013*).*

	Instructional Expectations of the Curriculum Unit – Your proposed outline should have evidence of the following:
Collaborative (10 Points)	A. The curriculum unit requires students to work regularly with industry, postsecondary education, and/or community partners as learning partners and project clients. (2 points) B. Lessons deliberately blend work in a variety of collaborative scenarios and project teams with solitary work, in flexible and culturally diverse learning settings. (2 points) C. The curriculum unit explicitly applies the same norms, roles, and strategies used by professionals in the pathway industry or students in college settings (2 points) D. Evidence of focused and timely instruction on quality collaborative relationships to achieve project goals (2 points) E. The unit uses industry-specific and emerging technology and social media to deepen relationships (2 points)
	Points Earned: A_____ B_____ C_____ D_____ E_____ Comments:
Student-Directed (10 Points)	A. Students play a large role in designing aspects of the project, such as self-selection of research topics or problems, investigation questions, and work-based learning experiences. (2 points) B. Unit includes evidence that students will organize, revise and self-monitor a project plan with a focus on progress towards project outcomes, mastering standards, and effective use of time (2 points) C. Lessons require students to guide processes such as: asking deep questions, analyzing evidence, revising solution choices based on evaluation of new evidence, creating thoughtful conclusions, making connections, and reflecting on insights. (2 points) D. Students are required to self-select from a variety of resources (academic, industry, community) across disciplines as needed to support learning and inquiry (2 points) E. Students achieve and demonstrate mastery and quality during the unit by pursuing feedback from professionals and community members; revising theories, conclusions, and products; and defending and justifying their conclusions/products (2 points)
	Points Earned: A_____ B_____ C_____ D_____ E_____ Comments:
Outcome-Focused	A. Mastery of lesson outcomes logically leads to success with the culminating experience. (3points)

(10 points)	B. The learning outcomes for the project as a whole and each individual lesson are clearly stated in a way that students can easily understand. The project rubric is written in a way that allows students to self-assess their progress on project outcomes and understand how to improve their work at any point during the project. (3 points) C. The learning outcomes and performances of the project are closely related to important course-level understandings and standards, and lead directly to mastery of pathway outcomes. (2 points) D. Students are given ample opportunity during the unit to seek and use feedback from adult learning partners and peers to improve their project plans and results. (2 points)
	Points Earned: A_____ B_____ C_____ D_____ Comments:
Relevant **(10 points)**	A. The unit applies academic skills and language to a problem or project of genuine personal interest to students (3 points) B. The problem or project that is the basis for the curriculum unit is authentic to the industry sector; requires interaction with industry partners, mentors, and/or community members; and is consistent with the occupational and social expectations of the workplace (3 points) C. The unit requires the use of state-of-the-art tools and technology requiring skills specific to the industry (2 points) D. The unit includes a work-based learning component that connects to the classroom and helps prepare students for postsecondary education and career advancement (2 points)
	Points Earned: A_____ B_____ C_____ D_____ Comments:
Rigorous and Integrated **(10 points)**	A. Every represented subject area requires students to engage in deep critical thinking as they do such things as: read demanding texts, solve challenging problems, evaluate evidence, and write using advanced academic vocabulary (3 points) B. The unit requires students to practice and apply industry-specific techniques for tasks such as: data analysis and representation, questioning of peers and partners, problem solving of real-world challenges, writing in a variety of genres, and speaking to client audiences (3 points) C. Students are asked to incorporate teacher, peer, and industry partner feedback into multiple revisions of project work, defend their work publicly to peers and adults outside of the classroom, and explain how they are demonstrating mastery of Common Core State Standards as they relate to the project outcomes (2 points) D. It is obvious from the unit's instructional design and provided learning materials that students must synthesize knowledge and ideas from each subject area contributing lessons in order to be successful at the culminating experience (2 points)

	Points Earned: A_____ B_____ C_____ D_____
	Comments: