

Comprehensive Blended Learning Course Master Essential Components
Lawrence Public Schools

		4-Exemplary*	3-Accomplished*	2-Promising	1-Incomplete
Establish Clear Learning Goals	Aligned with KCCRS or content standards	Identified learning goals are clearly aligned with KCCRS or content standards	Identified learning goals are somewhat aligned with KCCRS or content standards	Identified learning goals are present but not aligned with KCCRS or content standards	No learning goals are present
	Outcome(s) are clear and made available in a variety of areas in the course, all learners know what they are expected to be able to do	Outcomes are clear in a manner that is understandable for ALL students at individual levels and at multiple points within the course	Students have some understanding of what is expected of them and outcomes are available at multiple points within the course	Some students are unclear of what they are expected to be able to do and outcomes are not available at multiple points	Students are not aware of what they are expected to do and outcomes are not available at multiple points
Plan intentionally for all learner variability	Activities to promote the activation of prior knowledge are present (e.g. concept anchoring, visual imagery, advanced organizers, explicit cross-curricular connections, etc.)	Various activities are present to make learning relevant to ALL learners	Various activities are present to make learning relevant to most learners	Activities are present to make learning relevant to some learners	No or ineffective activities are present to make learning relevant to learners
	Multiple options for activities are present to allow for teacher choice in planning and student choice in learning (e.g. display is flexible, alternate options available for auditory, touch equivalents are available, etc.)	Multiple options for activities are present to allow for teacher choice in planning and student choice in learning for ALL learners	Multiple options for activities are present to allow for teacher choice in planning and student choice in learning for most learners	Multiple options for activities are present to allow for teacher choice in planning and student choice in learning for few learners	No option for activities are not present to allow for teacher choice in planning and no student choice in learning
	Activities are multimodal to allow teacher flexibility when considering ALL learners (e.g. text based, auditory, varied digital media, physical interaction, manipulatives, discussion, music, etc.)	Activities are multimodal to allow teacher flexibility when considering ALL learners	Activities are multimodal to allow teacher flexibility when considering some learners	Activities are multimodal to allow teacher flexibility when considering few learners	Activities are not multimodal and do not allow teacher flexibility when considering learners
	Consideration given to	Clear evidence is present	Some evidence is present	Little evidence is present	No evidence is present that

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Plan intentionally for all learner variability	cultural knowledge of diverse social groupings and multiple perspectives (e.g. racial, cultural, gender, other) are present in content, materials, resources (e.g. key information in dominant language, link key vocabulary to dominant and heritage languages, visuals embedded)	that consideration is given to the cultural knowledge of diverse social groupings and multiple perspectives are present and made relevant for ALL learners	that consideration is given to the cultural knowledge of diverse social groupings and multiple perspectives are present and made relevant for ALL learners	that consideration is given to the cultural knowledge of diverse social groupings and multiple perspectives are present and made relevant for ALL learners	consideration is given to the cultural knowledge of diverse social groupings and multiple perspectives are present and made relevant for ALL learners
	Potential misunderstandings and/or barriers to learning have been considered in development (e.g. physical, environmental issues, background noise, visual stimuli, language/ cultural differences, learning gaps or content mastery, background knowledge)	Potential barriers have clearly been considered <u>and</u> planned for in the development of outcomes	Some potential barriers have been considered <u>and</u> planned for in the development of outcomes	Some potential barriers have been considered in the development of outcomes however planning around barriers is not evident	Potential barriers have not been considered <u>and/or</u> planned for in the development of outcomes
	Rigor is maintained in all activities/lessons (e.g. is content consistently challenging for all students?)	Rigor is upheld for ALL learners in all activities/lessons	Rigor is maintained for some learners in all activities/lessons	Rigor is maintained for few learners in all activities/lessons <u>and/or</u> rigor is upheld in few activities/lessons	Rigor is not maintained for learners in all activities/lessons
	Content is fluid and flows logically, appropriate to the learner(s)	Content flows in a logical progression for ALL learners	Content flows in a logical progression for some learners	Content flows in a logical progression for few learners	Content does not flow in a logical progression
	Content is presented using a variety of available mechanisms (e.g. content modules, single pages, links to external resources, varied	Content is presented using a variety of appropriate mechanisms available to ALL learners	Content is presented using a variety of appropriate mechanisms available to most learners	Content is presented without a variety of appropriate mechanisms available to learners <u>and/or</u> mechanisms are appropriate	Content is presented without a variety of appropriate mechanisms available to learners

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	media, varied text, auditory options, varied visuals, physical options, etc.)			for some	
Utilize flexible methods and materials	Various methods to achieve student engagement are present (e.g. touch equivalents, text-to-speech, use of digital media, peer interactions, rewards or recognition, authentic purpose, etc.) and learning activities promote interaction (student-student, student-content, student-instructor).	Various methods to achieve student engagement and promote interaction for ALL learners are present	Various methods to achieve student engagement and promote interaction for some learners are present	Various methods to achieve student engagement and promote interaction for few learners are present	Various methods to achieve student engagement and promote interaction for learners are not present
	Activities allow for a variety of methods to be employed (e.g. alternatives to text/pen/pencil/mouse, flipped lessons, labs, simulations, SMART notebook, small group with teacher, etc.)	Activities allow for a minimum of 3 methods to be employed <u>and</u> allow for student choice in use of method(s) as learner determines relevance to him/her	Activities allow for a minimum of 3 methods to be employed <u>and</u> allow for teacher choice in use of method(s) as teacher determines relevance to learner	Activities allow for 2 or less methods to be employed <u>and</u> allow for teacher or student choice in use of method(s)	Activities do not allow for choice in method(s) to be employed
	Multiple activities and a variety of media for each goal/outcome to allow teacher opportunity to plan for barriers and support individual student understanding	3+ varied activities and media are present for each goal/outcome with evidence of intentional planning to overcome barriers for ALL learners	At least 3 varied activities and media are present for each goal/outcome with evidence of intentional planning to overcome barriers for ALL or some learners	At least 3 activities and media are present for each goal/outcome with evidence of intentional planning to overcome barriers for some or few learners	Varied activities and media are not present for each goal/outcome <u>and/or</u> there is no evidence of intentional planning to overcome barriers for learners
	Multimedia are numerous and used from a variety of sources	3+ varied media and sources are present representing ALL learner's needs	At least 3 varied media and sources are present representing ALL learner's needs	At least 3 varied media and sources are present representing some or few learner's needs	Varied media and sources are not present
Methods for students to	3+ options are present for	3+ options are present for	Less than 3 methods are	No options are present to	

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monitor own learning are embedded, self-assessment embedded and provides constructive feedback (e.g. rubrics, checklists, organizers, work contracts)	students to monitor his/her own individual learning	students to monitor his/her own learning however student usage is not encouraged	present as an option for students to use to monitor his/her own learning	monitor students own learning
Multiple options for assessment are frequent and embedded within skill development that vary in style, modality (projects, oral, text based, drawing, written, digital submission, comics, visual art, etc.), and maintain high expectations for ALL learners	3+ varied options for assessment, maintaining high expectations, are provided that vary in style and modality, meet student learning styles for ALL learners <u>and</u> progress impacts direction in student learning	At least 3 varied options for assessment are provided that vary in style and modality <u>and</u> meet student learning styles for ALL learners, high expectations for all learners are evident	2 varied options for assessment are provided that vary in style and modality <u>and</u> meet student learning styles for some or few learners, expectations vary	No assessment options are provided, high expectations are not maintained
Assessment barriers are minimized or eliminated through learner choice	All barriers are minimized <u>and/or</u> eliminated evidenced by student options	Most barriers are minimized <u>and/or</u> eliminated evidenced by student options	A few barriers within assessments are minimized <u>and/or</u> eliminated for a few students	Barriers within assessments are not minimized or eliminated
Assessment options are authentic in nature and align with specific skill being measured. (e.g. oral reading level does not impact reading comprehension assessment)	Assessment options are designed to mimic authentic environments and clearly align with ALL learner's performance goals	Assessment options are authentic and align with some learner's performance goals <u>and/or</u> have "face validity" (they appear to match the curriculum)	Assessments align with few learner's performance goals, or students are evaluated on performance unrelated to the stated objective	Assessment options do not align with learner's performance <u>and/or</u> students are evaluated on performance unrelated to the stated objective
Technology is used to move beyond "teacher-centered" instruction (e.g. technology allows for new tasks unattainable in a traditional setting)	Technologies are used creatively in ways that transcend traditional, teacher-centered instruction	Technologies within the course are used in many cases merely to replicate traditional face-to-face instruction	Technologies within the LMS are used primarily by instructors and not students ("students as recipients of content" model)	Students are not expected to use technologies available within the LMS

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