

## Blended Learning Rubric

**District vision:** All students will be college and career ready.

**District goal:** Personalize student learning using a blend of traditional and digital resources.

Effectiveness – Ownership - Engagement	CMCSS Vision	Early	Developing	Advanced
	Create and sustain conditions that foster increased productivity in a single class period.	<p>Basic routines and procedures for technology use have been established.</p> <p>The classroom culture allows for the possibility of face-to-face group work and at least one collaborative technology tool is available to students.</p> <p>Classroom structure is primarily traditional with occasional opportunities for students to learn through other instructional models.</p>	<p>Routines and procedures have been established, posted, and are regularly referenced.</p> <p>The classroom culture encourages face-to-face group work and at least one collaborative technology tool is used regularly for collaborative purposes.</p> <p>Classroom structure is sometimes varied (to include station-rotation, lab settings, individual assignments, and flipped classrooms) based on the demands of the lesson and the needs of the students.</p>	<p>A school and community understanding of routines and procedures allow lessons to flow without interruption.</p> <p>The classroom culture fosters group work through face-to-face interaction and the use of one or more collaborative technology tools.</p> <p>Classroom structure is routinely varied (to include station-rotation, lab settings, individual assignments, and flipped classrooms) to maximize instructional opportunities, based on the demands of the lesson and the needs of the students.</p>
	Increase student learning and mastery of standards.	<p>Some digital content and activities are used to supplement traditional instruction.</p> <p>Technology tools used are mainly for drill-and-practice-type activities.</p>	<p>Use online content and activities to regularly supplement instruction.</p> <p>Technology tools are used for content delivery, drill and practice activities, and to provide timely, actionable feedback to students.</p>	<p>Online content is blended seamlessly with EDI, Kagan, and other best practices for both teaching and re-teaching or extension of student learning.</p> <p>A variety of feedback tools are fully integrated into the lesson design and guide instructional decisions during and after instruction.</p>
	Meet students at their current level of performance and individualize instruction based on student needs.	<p>Use traditional and/or digital assessments (both formative and summative) to collect data and track student performance.</p> <p>Differentiate re-teaching or extension activities for like groups of students using appropriate traditional or digital activities.</p>	<p>Use a blend of traditional and digital assessment data (both formative and summative) to identify skill gaps and proficiency levels of individual students. Students collaborate with teacher to set learning goals and begin to track their own progress toward mastery of standards.</p> <p>Differentiate re-teaching or extension activities for either like groups or individual students using appropriate traditional and digital activities.</p>	<p>Provide access to a blend of traditional and digital assessment data (both formative and summative) for students to set learning goals and track progress toward mastery of their own skill gaps and proficiency levels.</p> <p>Guide student choice of appropriate re-teaching or extension activities using traditional and digital activities, based on individual learning preferences.</p>

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	Choose a blend of traditional and digital resources and activities to meet the demands of each standard.	<p>Identify and describe each level of the SAMR model.</p> <p>Use technology primarily as a substitute for traditional learning activities.</p> <p>Utilize district provided resources following professional development.</p>	<p>Refer to the SAMR model in the backwards design of lesson planning.</p> <p>Blend traditional activities with some lessons at various levels on the SAMR model, based on the expectations of the standard and the demands of the activity.</p> <p>Seek supplemental resources and tools to enhance delivery of instruction and mastery of standards.</p>	Seamlessly blend traditional and digital resources and activities, using all four levels of the SAMR model based on the expectations of the standard and the needs of individual students.
	Build the capacity of students to master the standards through multiple modalities.	Utilize resources based on the demands of the standards being taught.	Utilize multiple and varied resources based on the demands of the standard being taught and the learning styles of students.	Guide students to choose tools and materials that support learning based on learning style and personal preference.
	Make connections between content that is being taught in the classroom and real-world application of that content.	Teacher is aware of traditional and digital community resources that relate to standards being addressed in the classroom.	Teacher uses a blend of traditional and digital resources to seek out and take advantage of local and global community resources that relate to standards being addressed in the classroom.	A blend of traditional and digital resources allow students to seek out and take advantage of local and global community resources that relate to standards being addressed in the classroom.
	Build the capacity of students to choose the appropriate tools (traditional or digital) for communication, creation, collaboration, and critical thinking.	Provide students with the traditional or digital tools needed to meet the demands of the assigned activity.	Provide students with a choice of traditional and digital tools needed to meet the demands of the assigned activity.	Guide student selection of traditional and digital tools, based on the product expectations or situational requirements.