




- Name
- Design Challenge 1 Rubric



- Description

Design Challenge 1 Rubric: Curricular-Pedagogical Praxis Language Infographic Overview The Design Challenge 1 (DC1) Rubric advances students' deep inquiry into one relevant language of curricular-pedagogical praxis (CPP). Per PPT in week one, we use the term CPP because curriculum and instruction is inherent om the combination of curriculum and instructional theory-and-practice. In DC1, students go in-depth with a single CPP language. This CPP language can be one taken up within the course, or it can be a CPP language that is not part of the course. If you are going to take up a CPP language not part of the course, please gain instructor approval before you all start. Coherence, specificity, and “thick” detail characterize target performances. Partial coherence, generality, and some details characterize “met.” Incoherence, misunderstanding, and lack of detail characterize “not met.” The rubric below is specific as to each question and level of performance for DC1.

- Rubric Detail

Criteria	Levels of Achievement			
	Not met	Emergent	Met	Proficient
<b>CPP language</b> 	<b>0 Points</b> Does not meet level of emergent	<b>1.5 Points</b> The infographic depicts a CPP language but there is no clear application of an existing or adapted CPP language; the CPP language does not appear appropriate for the stated curriculum aims, goals and objectives. The connection to existing CPP language is not communicated or appropriately cited	<b>3 Points</b> The infographic depicts a curricular CPP language; offers an application of an existing or adapted curriculum CPP language; is mostly appropriate for the stated curriculum aims, goals and objectives. The connection to existing CPP language is communicated and appropriately cited	<b>4 Points</b> The infographic compellingly depicts a CPP language; is a coherent application of an existing or adapted CPP language; is appropriate for the stated curriculum aims, goals and objectives. The connection to existing CPP language is argued well and appropriately cited
<b>CPP aims</b> 	<b>0 Points</b> Does not meet level of emergent	<b>1.5 Points</b> The depiction of curricular purpose and aims are vague or elusive and inappropriate for the CPP language	<b>3 Points</b> Infographic displays depth of thought, but the depiction of curricular purpose or aims is vague but appropriate for the CPP language	<b>4 Points</b> Infographic displays depth of thought, with a clear & creative depiction of curricular purpose and aims which are appropriate for the CPP language
<b>CPP goals and objectives</b> 	<b>0 Points</b> Does not meet level of emergent	<b>1.5 Points</b> Goals and objectives are inappropriate and/or disconnected for the curricular aims and lack sufficient conceptual detail or the depiction of these goals and objectives is unclear	<b>3 Points</b> Goals are connected to aims and objectives but need more development in conceptual detail and/or detail and depiction	<b>4 Points</b> Goals directly support aims and measurable objectives and are addressed in the appropriate form; goals are relevant and are depicted in a compelling way

Levels of Achievement

Criteria	Not met	Emergent	Met	Proficient
<b>Community and Parental Engagement</b> 	<b>0 Points</b> Does not meet level of emergent	<b>1.5 Points</b> Infographic inadequately depicts parental and community involvement or presents an understanding of involvement that is not appropriate to the CPP language and/or is incompatible to the articulated curricular aims, goals and objectives	<b>3 Points</b> Infographic depicts parental and community involvement appropriate to the model in a compelling way, and involvement is compatible with the curricular aims, goals and objectives	<b>4 Points</b> Infographic depicts parental and community involvement appropriate to the model in a compelling way, and involvement is exemplary of the curricular aims, goals and objectives
<b>Supporting data</b> 	<b>0 Points</b> Does not meet level of emergent	<b>1.5 Points</b> Judging from the infographic, the CPP language is not adequately supported by relevant curriculum design literature or supporting data	<b>3 Points</b> CPP language is well supported by relevant curriculum design literature and data, and infographic depicts and cites this appropriately. Data support is well-articulated and clear to stakeholders	<b>4 Points</b> CPP language is well supported by relevant curriculum design literature and data, and infographic depicts and cites this appropriately. Data support is well-articulated and clear to stakeholders

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