

	No Evidence	Beginning	Developing	Succeeding
Authenticity: Engaging Experiences (1b)	A question or problem is unclear or not identified.	The question or problem has a single correct answer.	A question or problem is described.	A compelling question or problem is described, students have to take a position or stance on something or develop a unique solution to a question or problem.
Digital Information Resources: Developing Understandings (3d)	The task does not require any resources.	The task is limited to rote memorization.	Task elicits thinking that goes beyond rote memorization.	The task requires synthesis of multiple sources of information, and/or taking a position, going beyond the data given and making a generalization or creative product.
Structure and Resources: Scaffolding (2a)	The process does not include any scaffolding to help complete the task.	The process does not provide enough structured strategies and digital tools to access and gain the understandings needed to complete the task.	The process provides some structured strategies and organizational tools to access and gain the understandings needed to complete the task.	The process provides students with explicit and structured strategies and organizational tools (note taking, concept mapping, outlines) to access and gain the understandings needed to complete the task.
Authentic Learning: Problem Posing and Problem Solving (1b)	The problem is not likely to be addressed in the "real world" and the problem has little meaning. It is a "typical" problem from school with no connection to much of anything.	The importance and meaning of the problem may be unclear, and there may not be an external audience.	Adults in the "real world" are likely to tackle the problem addressed by the project. The problem or question has meaning to the students. There is NOT an external audience for the student work.	Adults in the "real world" are likely to tackle the problem addressed by the project. The problem or question has meaning to the students. There is an external audience for the student work.
Authentic Learning: Role Development (1b)	Roles are not assigned.	Roles are assigned, but there is no clear sense as to how the combination of roles helps to build understanding and complete the task.	Different roles are assigned to help students share responsibility in accomplishing the task but do not require students to take different perspectives.	Different roles are assigned to help students understand different perspectives and/or share responsibility in accomplishing the task.
Instructional Design: Alignment (2a)	No connection between all the resources and the learning goals (Generative Topic and Understanding Goals).	The learning goals (Generative Topic and Understanding Goals) may be stated, but are not connected with resources and the learning goals.	There are inconsistent connection between all the resources and the learning goals (Generative Topic and Understanding Goals).	There is a clear and meaningful connection between all the resources and the learning goals (Generative Topic and Understanding Goals).
Reflective and Creative Processes: Designing for Performance(s) of Understanding (1c)	There is no clear culminating performance.	There is a culminating performance, but the performance either does not connect with prior activities or does not allow room for creative and innovative student expressions of their understandings.	There is a culminating performance that apparently connects with prior activities but may not allow room for creative and innovative student expressions of their understandings.	There is a culminating performance that clearly connects with prior activities and supports creative and innovative student expressions of their understandings.

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Reflection: Process and Background Framing (How did you make it?)	The Generative Topic and Understanding Goals are not stated with limited details of how the WebQuest was constructed.	The Generative Topic and Understanding Goals are stated in the Reflection but there is no description of how the Generative Topic and Understanding Goals informed the creation of the WebQuest. There are no references to course readings or discussions.	There are vague descriptions of how the Generative Topic and Understanding Goals informed the creation of the WebQuest. References to course readings and discussions are cited.	There are sufficient description to see how the Generative Topic and Understanding Goals informed the creation of the WebQuest. References to course readings and discussions are properly cited and used in a way to support the construction of the Webquest.
Reflection: Reframing (How might you use it?)	The teacher candidate does not imagine and report on the use of the WebQuest.	The teacher candidate may imagine and report, but there is no connection with how the use of the WebQuest can be used to promote working towards the understanding goals within the generative topic.	The teacher candidate imagines and reports and infers how the use of the WebQuest can be used to promote working towards the understanding goals within the generative topic.	The teacher candidate clearly imagines and reports how the use of the WebQuest can be used to promote working towards the understanding goals within the generative topic.
Reflection: Report on Contribution to Team	There is no report on team contribution even if the student worked on a team.	Reflection shows that the individual made no contribution to the larger team effort and does not have plans for improvement.	Reflection shows that the individual made some contribution to the larger team effort but has no plans for improvement or the plans for improvement lack detail.	Reflection shows that the individual made significant contributions to the larger team effort and has very clear plans for improvement. Or, this was an individual.