

**3E Model
Unit IDEA RUBRIC**

Unit: _____
AUTHOR: _____

	Not Ready Back to the Drawing Board	ACCEPTABLE On the Right Path	EXEMPLARY You Really Hit the Mark
Engagement	<ul style="list-style-type: none"> • Work has little or no connection with the outside world. • Skill set does not extend beyond basic TEKS concept • Work has a singular path, option, and solution. • Work has little or no meaning to world • Little or no flipped component is used to increase the doing component of class time. • Little or no connection to global components of learning. 	<ul style="list-style-type: none"> • Varied questions are used to allow for critical thinking and problem solving • Student work simulates “real world” activities, questions, problems, and may incorporate community partners • Skill set has a clear purpose and meaning that is communicated to learners • Learners understand why their learning is needed • Flipped component (videos, blog posts, polls, online discussions, etc.) is used to increase students’ active participation and application of learning. • Work has several possible paths, options and solutions. • Reflection time takes place during class to assess where/when to provide scaffolding for learners. • Opportunities for global connections to take place occurs. 	<p>In addition to “Acceptable” attributes:</p> <ul style="list-style-type: none"> • Time is provided for individually questioning to occur, and used to assess individual student progress. • Students will present and defend student work to a real and appropriate audience with potential for student work to be used outside the classroom.
Enrichment	<ul style="list-style-type: none"> • Work has little or no use of e Tools to access real world information. • Work has little or no place to add depth for student learning. • There is little or no opportunity for individualized student learning. • Lack of value added learning such infused lessons components, experiential learning, inquiry based learning, project based, self-directed learning, and/or collaboration takes place. 	<ul style="list-style-type: none"> • Learning experiences are customized for specific objectives in content area standards and demands knowledge of central concepts. • Appropriate and/or varied e Tools are used to provide a catalyst to learning and connection to engagement. • Time is provided to facilitate individualized learning through r-teaching, self-directed learning, or new inquiry • Individualized learning address the needs of at-risk, special education, standard level, and gifted and talented learners. • Purposeful opportunities for greater experiential learning through multiple and varied strategies (e.g. inquiry and/or project based, self-directed, and/or collaborative learning) are part of the 3E Unit. • Formative assessments are used to provide timely feedback to learners and facilitate further instruction. 	<p>In addition to “Acceptable” attributes:</p> <ul style="list-style-type: none"> • Students have the opportunity to frequently work beyond the expected learning components to increase individual understanding. • Specific steps are taken to provide different learning opportunities of varied learning styles. • Check points are available throughout the unit to record data on student progress, and close achievement gaps. • Work demands breadth and depth of specific knowledge of central concepts. • There are well defined, clear driving questions derived from specific national, state, or district content standards.
Empowerment	<ul style="list-style-type: none"> • Students are not provided with clear assessments that provide immediate feedback through. • Limited formative feedback is provided and assessment does not address next steps or student growth in the learning process • Limited opportunities for student voice, choice, and/or collaboration • New skills are not applied toward life solutions in College and Career Readiness • Little or no opportunity is given to assess data on student growth 	<ul style="list-style-type: none"> • Students are provided with a clear explanation of the assessment process • Students are provided with multiple forms of immediate feedback to assess individual student growth in the learning process. • Opportunities are given for students to develop work and choose the direction and depth of their work. • Student collaboration is a key component to the work. • College and career readiness skills are developed through opportunities for global awareness, communication, and/or adaptability. • Time is given to facilitate next steps for individual student growth by evaluating multiple forms of student data. 	<p>In addition to “Acceptable” attributes:</p> <ul style="list-style-type: none"> • Students help in establishing assessment criteria. • Students have many opportunities for feedback on their progress from teachers, mentors, and peers. • Students are part of the original work development to embed student choice at the beginning of the work.