

## Authenticity Rubric

	High	Medium	Low	Not at All
<b>Knowledge construction</b>	The work clearly requires students to consider multiple alternatives. They should create an individual expression in a unique medium based on a deep understanding of the content studied. This is an exemplary assignment.	The assignment requires students to learn significant content and then apply that knowledge to the creation of some product. The product can either be written or constructed in some other fashion.	While a case might be made that some original thought or application might be necessary, this is a small part of the assignment. Students might easily avoid any original expression.	Task involves only remembering or reproducing the work or thought of others. No original thought or use of the content is required. The resulting work is more of an exercise than a product.
<b>Disciplined inquiry</b>	<p>The work clearly requires students to tap the prior knowledge base in the academic area.</p> <p>The task will easily discriminate between superficial and in-depth understanding.</p> <p>The final product would involve the students with tools and methods of expression similar to those used by experts in the field, as appropriate to the developmental age of the students.</p>	<p>The work will likely require students to tap the prior knowledge base in the academic area.</p> <p>The task will probably discriminate between superficial and in-depth understanding.</p> <p>The final product would involve the students with some level of exposure to the tools and methods of expression used by experts in the field, as appropriate to the developmental age of the students.</p>	<p>The work may require some students to tap the prior knowledge base in the academic area.</p> <p>Students could feasibly complete the task without tapping prior knowledge, and some students with a superficial understanding of the knowledge base may complete the work in a traditional fashion.</p> <p>The final product is mostly exercise-based and provides little exposure to the tools and methods of expression used by experts in the field.</p>	<p>The work is low-level and exercise-based.</p> <p>A student could complete the assignment with little understanding of prior knowledge in the field.</p> <p>The final product bears no resemblance to any serious work that would be done by professionals and does not make any attempt to involve students in the use of tools and methods of expression of professionals.</p>

	High	Medium	Low	Not at All
<b>Value beyond the classroom</b>	<p>The work or task described meets the three following criteria:</p> <ul style="list-style-type: none"> <li>• The work is easily recognizable as “important.” It has intrinsic value beyond a classroom exercise and is similar to work done in the real world.</li> <li>• A significant effort appears to have been made to link the task to something the students value in their own lives.</li> <li>• The work has an audience beyond the classroom.</li> </ul>	<p>The work or task described meets two out of the three following criteria:</p> <ul style="list-style-type: none"> <li>• The work is easily recognizable as “important.” It has intrinsic value beyond a classroom exercise and is similar to work done in the real world.</li> <li>• A significant effort appears to have been made to link the task to something the students value in their own lives.</li> <li>• The work has an audience beyond the classroom.</li> </ul>	<p>The work or task described at least partially meets one of the three following criteria:</p> <ul style="list-style-type: none"> <li>• The work is easily recognizable as “important.” It has intrinsic value beyond a classroom exercise and is similar to work done in the real world.</li> <li>• A significant effort appears to have been made to link the task to something the students value in their own lives.</li> <li>• The work has an audience beyond the classroom.</li> </ul>	<p>The work or task described meets none of the three criteria described in the other levels. Instead:</p> <ul style="list-style-type: none"> <li>• The work is a classroom exercise and bears no resemblance to work done in the real world.</li> <li>• No effort appears to have been made to link the task to something the students value in their own lives.</li> <li>• The only apparent audience for the work appears to be the teacher for grading purposes.</li> </ul>