

# Waimarino Learning and Teaching Rubric—OPS 2009

(Based on ACOT Research)

	1 Beginning	2. Adaptation	3. Infused
Planning	eLearning and ITC Tools are not included in planning and but may be used incidentally	Thinking Frameworks and Tools and ITC Tools are included in the classroom learning and teaching.	<ul style="list-style-type: none"> <li>• Use of ICT is evident in teachers planning.</li> <li>• HOTS are evident in the classroom.</li> <li>• Integrated units display evidence of higher order thinking tasks.</li> <li>• There is evidence of feedback and feed forward being used.</li> </ul>
Teachers	Traditional teacher directed instruction. Most of the classroom time is spent on delivery of content by teacher. The teacher sees the use of ICT as an "add-on" and it is not infused into the class programme. The teacher uses the computer in isolation often for rewards. ICT skills are assessed as an add on.	Instruction by the teacher is still evident but some transitioning toward teacher as the guide is occurring. The use of ICT tools is evident within the class programme. Some thinking tools are being introduced Use of performance assessment, and basic rubrics.	<ul style="list-style-type: none"> <li>• The teacher is more of a guide as opposed to director or facilitator.</li> <li>• The teacher and students use ITC seamlessly, thinking tools and eLearning are imbedded within the day to day learning and teaching.</li> <li>• There is a balance of delivery of knowledge and student exploration.</li> <li>• Reflecting and planning</li> <li>• Use of feedback and self assessment is evident.</li> <li>• The teacher uses a variety of assessment methods</li> </ul>
Student s	Little student use of and knowledge of ICT Tools . Students learning is all teacher directed and activities are uniform for all students. Learning intentions are unknown or vaguely understood.	The student activities or tasks may be independent or collaborative projects, There is little extension or construction of knowledge and understanding. Teacher led learning occurs with use of some thinking tools within units. Learning intentions are known and have been woven into instruction. Students are developing higher order thinking skills	<ul style="list-style-type: none"> <li>• Students working at different tasks - Individualised and collaborative.</li> <li>• Student ICT use is part of a regular day, and infused into the programme.</li> <li>• Students build on prior knowledge</li> <li>• Students are working towards self managed learning.</li> <li>• Learning is authentic and learning intentions well known with set criteria.</li> <li>• Students can discuss the use of thinking tools</li> <li>• Teachers and students are reflective, self assessing and using feedback.</li> </ul>
ICT Tools & Presentations	<u>Teacher</u> - E-mail, Word Processing, and worksheets. <u>Students</u> - Games, CD's . . .Student work may be published from a draft..	<u>Teacher</u> uses resource tools and designs planning sheets, storyboards, slideshows etc. <u>Students</u> use resources and tools assigned by the teacher. Curriculum may be integrated	<ul style="list-style-type: none"> <li>• Access is less structured and more seamless.</li> <li>• eContact beyond the classroom is evident</li> <li>• Teachers and students are actively Blogging and using wikis to share with others and gather information. Sharing and connecting online with others is just part of the classroom setup.</li> <li>• Activities reflect higher order thinking, collaboration, &amp; problem solving. They are complex, multi-faceted, &amp; student negotiated.</li> </ul>
Collaboration	Students work individually and independently on a specific task.	Student work in collaborative groups, possibly following a contract. All students are assigned the same tasks.	<ul style="list-style-type: none"> <li>• Students collaborate with other classes, contacting distant experts, share data over internet.</li> <li>• Tasks are open ended for authentic problem solving.</li> </ul>