

Relevance Rubric

The three indicators for relevance are: meaningful work, authentic resources, and learning connections.

Meaningful work	Beginning	Emerging	Developed	Well Developed
Student Learning	Student work is procedural and structured, reflecting a basic understanding of information learned during the lesson/unit. Student work focuses on class-specific content, with an emphasis on building skills, developing comprehension, or other foundational skills.	Students think critically about content and apply information learned to address a specific task. Student work demonstrates originality. Student work requires application of knowledge learned during the lesson/unit.	Students' critical thinking is applied to a variety of cross-curricular task and is demonstrated by work that is creative and original. Student work has a real-world application or connection.	Students think critically and show active engagement in applying information learned to address a range of cross-disciplinary tasks which are both creative and original.
Instructional Design	Lesson provides students an opportunity to demonstrate basic understanding of content.	Lesson provides students an opportunity to complete a specific task that requires application of knowledge.	Lessons provide students an opportunity to select from a range of real-world, relevant tasks, using critical thinking about new learning to complete the task.	Lesson inspires students with an opportunity to think critically about new learning to create their own real-world relevant tasks.
Authentic Resources	Beginning	Emerging	Developed	Well Developed
Student Learning	Students primarily engage with one source of information for the lesson and/or unit. Students use one source to complete tasks focused on making simple connections to content.	Students engage with one primary source of information for the lesson and/or unit, and use secondary resources to support it. Students use one or more sources to complete real-world tasks focused on making basic connections to the content.	Students engage with multiple sources of information, both primary and secondary, during a lesson/unit. Students use multiple sources of information to complete real-world tasks involving comparison, analysis, argument, and research.	Students engage with multiple sources of information, both primary and secondary, during a lesson/unit, including all types of media. Students select and use a variety of resources to solve real-world scenarios.
Instructional Design	Lesson is structured around the content-specific text and relies on one source of information.	Lesson is structured around an essential concept/question, uses primary and secondary sources, and includes opportunities for students to connect content to a	Lesson is structured around an essential concept/question and relies on students to select multiple credible texts and resources to conduct comparisons, analysis, arguments, research, and	Lesson is structured around an essential concept/understanding and relies on students to select multiple credible texts and resources to engage in real-world problem solving.

		content-specific text and an additional resource.	other relevant,real-world tasks.	
Learning Connections	Beginning	Emerging	Developed	Well Developed
Student Learning	Students infrequently have the opportunity to engage in content that has specific connection to real-world application and may attempt to make connections, but these connections are volunteered rather than included as part of the lesson.	Students sporadically engage in content that has specific connection to real-world application and they begin to clearly express the connections between content learned and real-world application.	Students engage in content that has specific connections to real-world applications. Students clearly express the connections between content learned and real-world application.	Students discover opportunities to apply content both to their personal lives as well as to real-world applications. Students autonomously make thoughtful connections between content learned and real-world unpredictable situations.
Instructional Design	Lesson provides adequate content, but there is no stated connections to real-world	Lesson provides limited opportunities to connect content learned to real-world applications.	Lesson provides numerous explicit opportunities for students to connect content to real-world application.	Lesson inspires students to create their own opportunities to connect content learned to their lives, as well as real-world applications.