

Rubric Stage	Lesson	Suggested Modifications
<p><b>Authenticity</b></p> <p><b>Stage 4</b></p> <p>The culminating task provides real world relevance for students in the context or situation but does not apply the learning to a real world situation.</p>		
<p><b>Challenge</b></p> <p><b>Stage 4</b></p> <p>Students apply what they know to a teacher-generated situation that involves open-ended opportunities for solving a problem or creating a product.</p>		
<p><b>Important Content</b></p> <p><b>Stage 6</b></p> <p>The culminating task is directly related to a well-defined and articulated set of content standards and essential concepts.</p>		
<p><b>Complex Processes</b></p> <p><b>Stage 5</b></p> <p>Students are operating at the synthesis/ evaluation levels involving one or more complex thinking strategies (e.g., problem-solving, decision- making, scientific inquiry) involving isolated content.</p>		
<p><b>Differentiated Instruction</b></p> <p><b>Stage 3</b></p> <p>Differentiation is somewhat articulated but does not involve any real adjustments or alterations to the culminating task and/or surrounding activities.</p>		
<p><b>Technology Use</b></p> <p><b>Stage 4</b></p> <p>Technology use is somewhat connected to task completion involving a very narrow choice of applications (e.g., tutorial programs, word processing)</p>		