

Provocations Design Rubric

	A Rich and Meaningful Provocation	A Good Provocation	A Decent Provocation	A Weak Provocation
<p style="text-align: center;"><i>Authentic</i></p> <p style="color: yellow;"><i>Does the provocation genuinely honor the students in your class?</i></p>	The provocation is extremely authentic. Strongly invites opportunities to discuss genuine thoughts and feelings. Ignites problem solving, curiosity, creativity, imagination, and/or debate.	The provocation is authentic. Invites opportunities to discuss genuine thoughts and feelings. Promotes problem solving, curiosity, creativity, imagination, and/or debate.	The authentic provocation is somewhat authentic but lacks relevance and depth. Provides some opportunities to discuss genuine thoughts and feelings. Might prompt some problem solving, curiosity, creativity, imagination, and/or debate.	The authentic provocation is fabricated and lacks authenticity. Requires teachers to be untruthful or stage situations/events in order to discuss thoughts and feelings or to problem solve. Being curious, using imagination and/or debating based on the fabricated provocation.
<p style="text-align: center;"><i>Purposeful</i></p> <p style="color: yellow;"><i>Is there a powerful and enduring purpose to the provocation?</i></p>	The specific purpose of the authentic provocation is extremely clear to all teachers. While planning, the exact reason for the provocation is clearly understood. For example: <small>We hope to tap into empathy and compassion We hope to inspire debate around an issue We hope to fuel imagination, creativity, or curiosity We hope to create joy, wonder, and a sense of awe</small>	The purpose of the authentic provocation is clear to teachers. While planning, the reason for the provocation is understood.	The purpose of the authentic provocation is somewhat clear to teachers. While planning, the reason for the provocation lacks clarity because important enduring understandings have not been identified.	The purpose of the authentic provocation is not clear to teachers. While planning, the reason for the provocation has not been spoken about beyond a superficial level.
<p style="text-align: center;"><i>Achored to Driving Question or Provocative Statement</i></p> <p style="color: yellow;"><i>How effective is the driving question or statement?</i></p>	The authentic provocation used has a specifically designed question or statement that stimulates deep discussion and/or debate. Inspires students to ask questions and want to know more.	The authentic provocation used has a designed question or statement that allows for discussion and/or debate. Opportunities exist for students to ask questions and want to know more.	The authentic provocation used has a question or statement that causes surface level discussion and/or debate. Lacks in opportunities for students to ask questions and want to know more.	There is no driving statement or question that is connected to the provocation making it difficult to spark any genuine discussion with students.

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<p>Opportunities to Co-Construct Big Ideas/ Outcomes in Unit</p> <p><i>How strong is the connection between the provocation and big ideas/outcomes?</i></p>	<p>The authentic provocation is strongly connected to big ideas/outcomes in the unit. This strong connection allows for students to immediately engage with each other and the teacher in the co-construction of learning related to big ideas/outcomes in the unit.</p>	<p>The authentic provocation has connections to big ideas/outcomes in the unit. This connection allows for students to co-construct of learning related to big ideas/ outcomes in the unit with each other and the teacher.</p>	<p>The authentic provocation lacks connection to big ideas/outcomes in the unit. Due to lack of connection, teachers must guide most of the initial learning to stay on track with big ideas/ outcomes in the unit. Students have difficulty identifying the big ideas/ outcomes through this provocation.</p>	<p>The authentic provocation has very weak links to the big ideas/outcomes in the unit and allows for very little or no co-construction of learning related to big ideas/outcomes in the unit.</p>
<p>Connected to Learning Throughout the Unit</p> <p><i>Does the provocation live on in the unit?</i></p>	<p>The authentic provocation is a great springboard to important learning in the unit related to big ideas/ outcomes. Can constantly be referred back to in order to deepen learning throughout the unit.</p>	<p>The authentic provocation sparks learning in the unit related to big ideas/ outcomes. The provocation is often referred back to in order to keep learning on track.</p>	<p>The authentic provocation addresses learning in the unit. The provocation is revisited a few times in order to remind students about the purpose of the unit.</p>	<p>The provocation was more or less a one-off experience that allowed for only superficial discussion at start of unit. Is never referred back to again.</p>
<p>Constant Refinement</p> <p><i>How are the provocations refined each year in order to deepen student learning?</i></p>	<p>The authentic provocation being used has been refined through teacher reflection based on the year before.</p>	<p>The authentic provocation being used has been somewhat refined through teacher reflection based on the year before.</p>	<p>The authentic provocation being used has been slightly modified or refined. It is quite similar to the one used the year before.</p>	<p>The authentic provocation used was the exact same as the year before. No tweaks or refinements made in light of the reflections done from the previous year.</p>