

## Authentic Online Work Rubric (Version 2)

This rubric may be used to evaluate the extent to which online classes and learning modules provide students with opportunities for authentic work. Each subscale examines a different facet of authentic work, opportunities for (1) higher-order thinking, (2) real-world relevance, and (3) responsiveness.

For additional information on scale development and validation, please refer to Darling-Aduana, J. (2021). The development and validation of a measure of authentic online work. *Educational Technology Research and Development*, 69(3), 1729-1752. doi:10.1007/s11423-021-10007-6

**Directions** Rate each item, where minimal indicates the item occurred once or twice during the lesson (i.e., less than 25% of the time).

### HIGHER-ORDER THINKING

		Never	Minimal	Prevalent
1	Student participation is procedural (versus intellectual). <b>[Reverse coded]</b>	0	1	2
2	Students interact only with the teacher (not peers). <b>[Reverse coded]</b>	0	1	2
3	Assessment questions, practice problems, and other instructional tasks were delivered in an open-response format (i.e., NOT multiple-choice, or true/false).	0	1	2
4	Assignments required students to gather information on their own.	0	1	2
5	Students were asked to offer reasoning to support responses.	0	1	2
6	Students shared their knowledge with others.	0	1	2
7	Instructional activities provided opportunities for multiple forms of communication (i.e., public presentation, discussion, debate, writing).	0	1	2

### REAL-WORLD RELEVANCE

		Never	Minimal	Prevalent
1	Assessment or instructional tasks were embedded in a specific, meaningful context.	0	1	2
2	Assessment or instructional tasks asked students to synthesize, interpret, explain, or evaluate complex information in addressing a concept, problem, or issue.	0	1	2
3	Students were asked to create work product that had value in its own right outside of the school setting.	0	1	2
4	The lesson uses content examples from multiple cultural backgrounds (i.e., literature, history, images).	0	1	2

Suggested citation: Darling-Aduana, J., Rogers, L., & Woo, D. (2025). The potential, reality, and contextual pressures shaping instructional practices in a virtual academy. *American Journal of Education*.

5	The lesson explains new concepts using examples that are taken from a diverse representation of everyday life (i.e., financial, political, social).	0	1	2
6	The lesson incorporates tasks that require students to apply their learning to an issue, context or problem beyond school.	0	1	2
7	The lesson uses the interests of students to make the learning process meaningful for them (i.e., choice involved in generating an open-ended response).	0	1	2

## RESPONSIVENESS

Rate each item, where **rarely** indicates the item occurred once or twice during the lesson and **often** indicates that the item occurred all but once or twice during the lesson.

		Never	Minimal	Prevalent
1	Students were provided prompt feedback (from their teacher and/or peers).	0	1	2
2	Students were provided opportunities to respond to feedback (i.e., by improving work).	0	1	2
3	The lesson provides opportunities for students to use prior knowledge to help them make sense of new information (i.e., by scaffolding new content on prior experiences).	0	1	2
4	The lesson uses a variety of teaching methods (i.e., visual and auditory elements of a lecture, guided practice, student-directed investigation) to help meet the needs of all students.	0	1	2
5	The lesson assesses students' readiness, strengths and weaknesses, and development needs.	0	1	2
6	The lesson integrates assessment items or strategies that adapt to students' level of understanding.	0	1	2
7	Expectations are uniform across students. <b>[Reverse coded]</b>	0	1	2
8	Student assessment is standardized. <b>[Reverse coded]</b>	0	1	2

Describe and include personal reflections on the content, skill focus, and instructional tasks included in this lesson. Also describe any implicit (or explicit) values, expectations, norms, or beliefs expressed by the instructor or course content.

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