

SCED 322 Inquiry Lesson Rubric TPA2013

by Jennifer Dechaine Berkas

Assessment

SCED 322 Inquiry Lesson Rubric

	Excellent (6.000 pts)	Good (5.000 pts)	Proficient (4.000 pts)	Partially Proficient (3.000 pts)	Incomplete or Absent (0.000 pt)
Lesson Segment Overview (2.000, 4%)	Summary of science concept and description of how the lesson fits in with the rest of the unit is <i>very clear</i> and provides <i>excellent</i> overview for inquiry lesson.	Summary of science concept and description of how the lesson fits in with the rest of the unit is <i>mostly clear</i> and provides <i>above average</i> overview for inquiry lesson.	Summary of science concept and description of how the lesson fits in with the rest of the unit is <i>somewhat clear</i> and provides <i>average</i> overview for inquiry lesson.	Summary of science concept and description of how the lesson fits in with the rest of the unit is <i>unclear</i> and provides <i>inadequate</i> overview for inquiry lesson.	Summary of science concept and description of how the lesson fits in with the rest of the unit is <i>incomplete or absent</i> or provides <i>poor</i> overview for inquiry lesson.
NGSS and CCSS Standards (5.000, 10%) NSES-T-A NSES-T-C NSES-T-D WA-COMP-2007.EE.4.2.1	Standards <i>strongly support</i> lesson and cover <i>complete</i> spectrum of content related to lesson concept(s).	Standards are <i>well suited</i> to lesson and <i>mostly cover</i> spectrum of content related to lesson concept(s).	Standards are <i>reasonably suited</i> to lesson and <i>reasonably cover</i> spectrum of content related to lesson concept(s).	Standards are <i>partially suited</i> to lesson and <i>incompletely cover</i> spectrum of content related to lesson concept(s).	Standards are <i>not suited</i> to lesson or are <i>absent</i> . Standards coverage of lesson concept(s) is <i>unacceptable</i> .
Objectives and Targets (5.000, 10%) NSES-T-A NSES-T-C WA-COMP-2007.EE.4.2.1 WA-COMP-2007.EE.4.2.2 WA-COMP-2007.EE.4.2.3	Learning objectives and targets are <i>clear, thorough, and articulate</i> and represent the <i>complete</i> range of relevant <i>observable and measurable</i> knowledge and skills. Targets are in student friendly language.	Learning objectives and targets are <i>clear and thorough</i> and represent a <i>mostly complete</i> range of relevant <i>observable and measurable</i> knowledge and skills. Targets are in student friendly language.	Learning objectives and targets are <i>reasonably thorough</i> and represent a <i>somewhat complete</i> range of relevant <i>observable and measurable</i> knowledge and skills. Targets are in mostly student friendly language.	Learning objectives and targets are <i>somewhat unclear and inarticulate</i> and represent an <i>incomplete</i> range of relevant <i>observable and measurable</i> knowledge and skills. Targets are in somewhat student friendly language.	Learning objectives and targets are <i>unclear, lack sufficient detail, and do not</i> represent relevant <i>observable and measurable</i> knowledge and skills or are <i>absent</i> . Targets are in not in student friendly language.
Vocabulary (3.000, 6%) NSES-T.B NSES-T.E	All content and academic vocabulary <i>strongly support</i> lesson. Definitions are accurate and grade level	All content and academic vocabulary <i>mostly support</i> lesson. Definitions are <i>mostly accurate</i> and grade level	Content and academic vocabulary <i>reasonably support</i> lesson. Definitions are <i>mostly accurate</i> and grade level	Content and academic vocabulary <i>partially support</i> lesson. Definitions are <i>partially accurate</i> and grade level	Content and academic vocabulary are <i>not suited</i> to lesson or <i>absent</i> . Definitions are <i>inaccurate</i> accurate or

	appropriate.	appropriate.	appropriate.	appropriate.	<i>absent.</i>
Safety and Classroom Management (3.000, 6%) NSES-T-A NSES-T-B NSES-T-D WA-COMP-2007.EE.3.7 WA-COMP-2007.EE.4.8	Student safety and classroom management concerns are <i>accurately and completely</i> described. <i>All</i> known hazards are accounted for and contingency plans for accidents are <i>clearly and thoroughly</i> articulated.	Student safety and classroom management concerns are <i>mostly accurately and well</i> described. <i>Most</i> known hazards are accounted for and contingency plans for accidents are <i>mostly clearly and thoroughly</i> articulated.	Student safety and classroom management concerns are <i>reasonably</i> described. <i>Some</i> known hazards are accounted for and contingency plans for accidents are <i>reasonably</i> articulated.	Student safety and classroom management concerns are <i>somewhat inaccurately and incompletely</i> described. <i>Few</i> known hazards are accounted for and contingency plans for accidents are <i>incompletely</i> described.	Student safety and classroom management concerns are <i>inaccurately</i> described or are <i>not identified</i> . Known hazards are <i>not</i> accounted for and contingency plans for accidents are <i>absent</i> .
Lesson Events (7.000, 14%) NSES-T-A NSES-T-B NSES-T-C NSES-T-E WA-COMP-2007.EE.4.1 WA-COMP-2007.EE.4.3	Implementation of 5E learning cycle and teacher-generated questions are <i>clear, thorough, and highly appropriate</i> . Each stage <i>clearly and progressively</i> builds on previous stages in a way that <i>strongly</i> supports student discovery and inquiry teaching.	Implementation of 5E learning cycle and teacher-generated questions are <i>mostly clear, thorough, and appropriate</i> . Each stage <i>clearly and reasonably</i> builds on previous stages in a way that <i>soundly</i> supports student discovery and inquiry teaching.	Implementation of 5E learning cycle and teacher-generated questions are <i>reasonably clear, somewhat thorough, and fairly appropriate</i> . Each stage <i>somewhat</i> builds on previous stages in a way that <i>indirectly</i> supports student discovery and inquiry teaching.	Implementation of 5E learning cycle and teacher-generated questions <i>lack clarity, thoroughness, and appropriateness</i> . Each stage is <i>discrete and somewhat disconnected</i> from previous stages and provides <i>little</i> support for student discovery and inquiry teaching.	Implementation of 5E learning cycle and teacher-generated questions <i>lack any clarity or detail or is inappropriate</i> . Each stage is <i>undefined and completely disconnected</i> from previous stages. There is <i>no</i> support for student discovery and inquiry teaching.
Lesson Rationale (5.000, 10%) NSES-T-A NSES-T-B NSES-T-E WA-COMP-2007.EE.4.1 WA-COMP-2007.EE.4.3	Lesson rationale is <i>clear</i> , has <i>strong, sound</i> pedagogical relevance, is <i>logical and articulate</i> , and <i>strongly</i> aligned to lesson events.	Lesson rationale is <i>mostly</i> clear, has <i>sound</i> pedagogical relevance, is <i>logical</i> , and <i>well</i> aligned to lesson events.	Lesson rationale is <i>understandable, somewhat relevant</i> to pedagogy, is <i>reasonably organized</i> , and <i>reasonably</i> aligned to <i>most</i> lesson events.	Lesson rationale is <i>somewhat unclear</i> , lacks significant pedagogical relevance, is <i>somewhat illogical</i> , and is <i>incompletely</i> aligned to particular lesson events.	Lesson rationale is <i>unclear, irrelevant, not aligned</i> to lesson events, or is <i>absent</i> .
Assessment (6.000, 12%) CWU-CTL.1.5 NSES-T-A NSES-T-C NSES-T-D WA-COMP-2007.EE.4.2.5 WA-COMP-	Strategy is <i>explicitly clear and seamlessly integrated</i> with 5E approach, is <i>highly appropriate</i> and <i>ideally suited</i> to	Strategy is <i>mostly clear and well integrated</i> with 5E approach, is <i>appropriate</i> and <i>well suited</i> to evaluate	Strategy is <i>reasonably clear and somewhat integrated</i> with 5E approach, is <i>reasonably appropriate</i> and <i>somewhat suited</i>	Strategy is <i>somewhat unclear, lacks integration</i> with 5E approach, is <i>somewhat inappropriate</i> and <i>not well suited</i> to	Strategy is <i>unclear and ineffective</i> or is <i>absent</i> . Strategy is <i>not suited</i> to evaluate knowledge and skill outcomes,

2007.EE.5.1 WA-COMP- 2007.EE.5.2 WA-COMP- 2007.EE.5.4	evaluate knowledge and skill outcomes. Checklist assessment tool and attached artifacts are <i>clear, thorough, and highly effective</i> .	knowledge and skill outcomes. Checklist assessment tool and attached artifacts are <i>mostly clear, thorough, and effective</i> .	to evaluate knowledge and skill outcomes. Checklist assessment tool and attached artifacts are <i>somewhat detailed and fairly effective</i> .	evaluate knowledge and skill outcomes. Checklist assessment tool and attached artifacts are <i>somewhat unclear, lack thoroughness and effectiveness</i> .	and <i>no</i> checklist or artifacts are included.
Teacher Background Information (2.000, 4%) NSES-T-A NSES-T-B NSES-T-C NSES-T-D WA-COMP- 2007.EE.4.5	College-level explanation of science concept is <i>accurate, thorough, and clear</i> .	College-level explanation of science concept is <i>mostly accurate, thorough, and clear</i> .	College-level explanation of science concept is <i>reasonably accurate and clear</i> .	College-level explanation of science concept is <i>somewhat unclear and incomplete</i> .	College-level explanation of science concept is <i>unclear and incomplete</i> .
Student Voice (4.000, 8%) NSES-T.A NSES-T.B NSES-T.E	Strategy is <i>explicitly clear, effective and seamlessly integrated</i> with 5E approach.	Strategy is <i>mostly clear and effective and well integrated</i> with 5E approach.	Strategy is <i>reasonably clear and effective and reasonably integrated</i> with 5E approach.	Strategy is <i>somewhat unclear and lacks integration</i> with 5E approach.	Strategy is <i>unclear and ineffective</i> or is <i>absent</i> .
Materials and Resource List (3.000, 6%) NSES-T.D	Materials and resources are <i>complete, thorough, and articulately</i> described. Bibliographic references are <i>complete, and properly formatted</i> with no errors.	Materials and resources are <i>descriptive, complete, and reasonably thorough</i> . Bibliographic references are <i>fairly extensive, complete, and</i> are properly formatted with <i>almost</i> no errors.	Materials and resources are <i>somewhat descriptive and mostly complete</i> . Bibliographic references are <i>reasonably abundant, mostly complete, and</i> are properly formatted with <i>few errors</i> .	Materials and resources are <i>inaccurately described and incomplete</i> . Bibliographic references are <i>somewhat lacking, incomplete, and</i> are <i>somewhat improperly formatted</i> with <i>somewhat frequent errors</i> .	Materials or resources are <i>not described</i> . Bibliographic references are <i>lacking</i> or are <i>absent</i> .
Format, Spelling and Grammar (3.000, 6%)	Formatting, spelling, and grammar are <i>excellent</i> with <i>no errors</i> .	Formatting, spelling, and grammar are <i>good</i> with <i>almost no errors</i> .	Formatting, spelling, and grammar are <i>reasonably good</i> with <i>few errors</i> .	Formatting, spelling, and grammar are <i>substandard</i> with <i>somewhat frequent errors</i> .	Formatting, spelling, and grammar are <i>unacceptable</i> with <i>frequent errors</i> .

Standards

CWU-CTL.1.5 STANDARD: Candidates demonstrate a positive impact on student learning.

NSES-T.A STANDARD: Teachers of science plan an inquiry-based science program for their students.

NSES-T.B STANDARD: Teachers of science guide and facilitate learning.

- NSES-T.C** STANDARD: Teachers of science engage in ongoing assessment of their teaching and of student learning.
- NSES-T.D** STANDARD: Teachers of science design and manage learning environments that provide students with the time, space, and resources needed for learning science.
- NSES-T.E** STANDARD: Teachers of science develop communities of science learners that reflect the intellectual rigor of scientific inquiry and the attitudes and social values conducive to science learning.
- NSES-T.F** STANDARD: Teachers of science actively participate in the ongoing planning and development of the school science program.



Created with LiveText - livetext.com