

SCED 322 Inquiry Unit Plan Rubric 2012

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Assessment

Purpose

The lesson plans are organized into a overarching unit described in the unit plan.

SCED 322 Inquiry Unit Rubric

	Excellent (6.000 pts)	Good (5.000 pts)	Proficient (4.000 pts)	Partially Proficient (3.000 pts)	Incomplete or Absent (0.000 pt)
Prior Knowledge Assessment (4.000, 10%) CWU-CTL.1.5 NSES-T.C WA-COMP- 2007.EE.4.7 WA-COMP- 2007.EE.5.2 WA-COMP- 2007.EE.5.6	Prior knowledge assessment is a <i>highly</i> effective tool for gathering information about student knowledge. The assessment is <i>clearly</i> written and <i>very closely</i> aligned with the unit.	Prior knowledge assessment is an effective tool for gathering information about student knowledge. The assessment is <i>clearly</i> written and <i>fairly well</i> aligned with the unit.	Prior knowledge assessment is a <i>somewhat</i> effective tool for gathering information about student knowledge. The assessment is <i>fairly well</i> written and <i>somewhat</i> aligned with the unit.	Prior knowledge assessment is an <i>ineffective</i> tool for gathering information about student knowledge. The assessment is <i>poorly</i> written and <i>not well</i> aligned with the unit.	Prior knowledge assessment is absent.
Use of Prior Knowledge Assessment (10.000, 26%) CWU-CTL.1.5 NSES-T.C WA-COMP- 2007.EE.4.7 WA-COMP- 2007.EE.5.2 WA-COMP- 2007.EE.5.6	<i>Very</i> clear and complete summary of assessment data. Inferences about student understanding <i>strongly</i> aligned with assessment data. Plan to increase student understanding <i>highly</i> sensible and <i>closely</i> based on assessment data.	<i>Clear</i> and <i>complete</i> summary of assessment data. Inferences about student understanding <i>mostly</i> aligned with assessment data. Plan to increase student understanding <i>sensible</i> and based on assessment data.	<i>Somewhat</i> clear and complete summary of assessment data. Inferences about student understanding <i>somewhat</i> aligned with assessment data. Plan to increase student understanding <i>partially</i> based on assessment data.	<i>Unclear and/or incomplete</i> summary of assessment data. Inferences about student understanding <i>not well</i> aligned with assessment data. Plan to increase student understanding <i>not</i> based on assessment data.	No summary of assessment data or plan to increase student understanding.
Student Characteristics and Accommodations (4.000, 10%) NSES-T.D WA-COMP- 2007.EE.4.10 WA-	<i>Very</i> clear and complete description of how the unit meets the needs of the wide variety of students in the	<i>Clear</i> and <i>complete</i> description of how the unit meets the needs of the wide variety of students in the	<i>Somewhat</i> clear and complete description of how the unit meets the needs of the wide variety of students in the	<i>Unclear and/or incomplete</i> description of how the unit meets the needs of the wide variety of students in the	No description of how the unit meets the needs of the wide variety of students in the practicum classroom. <i>No</i>

COMP-2007.EE.4.7 WA-COMP-2007.EE.4.8 WA-COMP-2007.EE.4.9	practicum classroom. <i>More than</i> two specific considerations or accommodations addressed.	practicum classroom. <i>Two</i> specific considerations or accommodations addressed.	practicum classroom. <i>One or two</i> considerations or accommodations addressed.	practicum classroom. Specific considerations or accommodations <i>not well</i> addressed.	specific considerations or accommodations addressed.
Executive Summary (10.000, 26%) NSES-T-A WA-COMP-2007.EE.4.1 WA-COMP-2007.EE.4.2 WA-STANDARD-V.5.2	Brief overview is <i>highly</i> descriptive and provides <i>strong</i> support for scope and sequence rationale.	Brief overview is <i>mostly</i> descriptive and provides <i>fairly strong</i> support for scope and sequence rationale.	Brief overview is <i>somewhat</i> descriptive and provides <i>reasonable</i> support for scope and sequence rationale.	Brief overview <i>lacks necessary</i> description and provides <i>inadequate</i> support for scope and sequence rationale.	Brief overview is <i>not</i> descriptive and provides <i>no</i> support for scope and sequence rationale.
Lesson Quality (7.000, 18%) CWU-CTL.1.2 CWU-CTL.1.3 NSES-T-B NSES-T-C NSES-T-D NSES-T-E NSES-T.F WA-COMP-2007.EE.4.12 WA-COMP-2007.EE.4.6 WA-STANDARD-V.5.1	Lessons are of <i>exceptional</i> quality, with <i>strong</i> emphasis on inquiry, <i>very</i> clear and measurable outcomes, hands-on activities, safe practice, and <i>very</i> high-quality assessment.	Lessons are of <i>above average</i> quality, with <i>reasonably</i> strong emphasis on inquiry, <i>mostly</i> clear and measurable outcomes, hands-on activities, safe practice, and <i>mostly</i> high-quality assessment.	Lessons are of <i>average</i> quality, with <i>some</i> emphasis on inquiry, <i>somewhat</i> clear and measurable outcomes, hands-on activities, <i>reasonably</i> safe practice, and <i>average</i> -quality assessment.	Lessons are of <i>below average</i> quality, with <i>inconsistent</i> emphasis on inquiry, <i>somewhat</i> unclear outcomes, <i>few</i> hands-on activities, <i>somewhat</i> unsafe practice, and <i>poor</i> -quality assessment.	Lesson is <i>unacceptable</i> , with <i>no</i> emphasis on inquiry, <i>no</i> measurable outcomes, <i>no</i> hands-on activities, <i>unsafe</i> practice, and <i>no</i> assessment.
Format, Spelling and Grammar (3.000, 7%)	Formatting, spelling, and grammar are <i>excellent</i> with <i>no</i> errors.	Formatting, spelling, and grammar are <i>good</i> with <i>almost no</i> errors.	Formatting, spelling, and grammar are <i>reasonably good</i> with <i>few</i> errors.	Formatting, spelling, and grammar are <i>substandard</i> with <i>somewhat frequent</i> errors.	Formatting, spelling, and grammar are <i>unacceptable</i> with <i>frequent</i> errors.

Standards

CWU-CTL.1.2	STANDARD: Candidates demonstrate a thorough understanding of pedagogical content knowledge
CWU-CTL.1.3	STANDARD: Candidates demonstrate a thorough understanding of professional and pedagogical knowledge and skills
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

- NSES-T.D** assessment of their teaching and of student learning.
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.
- WA-STANDARD-V.5.1** Knowledge of Subject Matter and Curriculum Goals
- WA-STANDARD-V.5.2** Knowledge of Teaching



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