SCED 322 Inquiry Lesson Rubric TPA2013

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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 *very clear* and provides *excellent* overview for inquiry lesson.	Summary of science concept and description of how the lesson fits in with the rest of the unit is *mostly clear* and provides *above average* overview for inquiry lesson.	Summary of science concept and description of how the lesson fits in with the rest of the unit is *somewhat clear* and provides *average* overview for inquiry lesson.	Summary of science concept and description of how the lesson fits in with the rest of the unit is *unclear* and provides *inadequate* overview for inquiry lesson.	Summary of science concept and description of how the lesson fits in with the rest of the unit is *incomplete or absent* or provides *poor* 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 *strongly support* lesson and cover *complete* spectrum of content related to lesson concept(s).	Standards are *well suited* to lesson and *mostly* cover spectrum of content related to lesson concept(s).	Standards are *reasonably suited* to lesson and *reasonably* cover spectrum of content related to lesson concept(s).	Standards are *partially suited* to lesson and *incompletely* cover spectrum of content related to lesson concept(s).	Standards are *not suited* to lesson or are *absent*. Standards coverage of lesson concept(s) is *unacceptable*.
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 *clear, thorough, and articulate* and represent the *complete* range of relevant *observable and measurable* knowledge and skills. Targets are in student friendly language.	Learning objectives and targets are *clear and thorough* and represent a *mostly complete* range of relevant *observable and measurable* knowledge and skills. Targets are in student friendly language.	Learning objectives and targets are *reasonably thorough* and represent a *somewhat complete* range of relevant *observable and measurable* knowledge and skills. Targets are in mostly student friendly language.	Learning objectives and targets are *somewhat unclear and inarticulate* and represent an *incomplete* range of relevant *observable and measurable* knowledge and skills. Targets are in somewhat student friendly language.	Learning objectives and targets are *unclear, lack sufficient detail*, and *do not* represent relevant *observable and measurable* knowledge and skills or are *absent*. Targets are in not in student friendly language.
Vocabulary (3.000, 6%) NSES-T.B NSES-T.E	All content and academic vocabulary *strongly* support lesson. Definitions are accurate and	All content and academic vocabulary *mostly* support lesson. Definitions are *mostly* accurate	Content and academic vocabulary *reasonably* support lesson. Definitions are *mostly* accurate	Content and academic vocabulary *partially* support lesson. Definitions are *partially*	Content and academic vocabulary are *not suited* to lesson or *absent*. Definitions are

	grade level appropriate.	and grade level appropriate.	and grade level appropriate.	accurate and grade level appropriate.	*inaccurate* accurate or *absent*.
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 *accurately and completely* described. *All* known hazards are accounted for and contingency plans for accidents are *clearly and thoroughly* articulated.	Student safety and classroom management concerns are *mostly accurately and well* described. *Most* known hazards are accounted for and contingency plans for accidents are *mostly clearly and thoroughly* articulated.	Student safety and classroom management concerns are *reasonably* described. *Some* known hazards are accounted for and contingency plans for accidents are *reasonably* articulated.	Student safety and classroom management concerns are *somewhat inaccurately and incompletely* described. *Few* known hazards are accounted for and contingency plans for accidents are *incompletely* described.	Student safety and classroom management concerns are *inaccurately* described or are *not identified* . Known hazards are *not* accounted for and contingency plans for accidents are *absent*.
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 *clear, thorough*, and *highly appropriate*. Each stage *clearly and progressively* builds on previous stages in a way that *strongly* supports student discovery and inquiry teaching.	Implementation of 5E learning cycle and teacher-generated questions are *mostly clear, thorough*, and *appropriate*. Each stage *clearly and reasonably* builds on previous stages in a way that *soundly* supports student discovery and inquiry teaching.	Implementation of 5E learning cycle and teacher-generated questions are *reasonably clear, somewhat thorough*, and *fairly appropriate*. Each stage *somewhat* builds on previous stages in a way that *indirectly* supports student discovery and inquiry teaching.	Implementation of 5E learning cycle and teacher-generated questions *lack clarity, thoroughness, and appropriateness*. Each stage *is discrete and somewhat disconnected* from previous stages and provides *little* support for student discovery and inquiry teaching.	Implementation of 5E learning cycle and teacher-generated questions *lack any clarity or detail or is inappropriate*. Each stage is *undefined and completely disconnected* from previous stages. There is *no* 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 *clear*, has *strong, sound* pedagogical relevance, is *logical and articulate*, and *strongly* aligned to lesson events.	Lesson rationale is *mostly* clear, has *sound* pedagogical relevance, is *logical*, and *well* aligned to lesson events.	Lesson rationale is *understandable, somewhat* relevant to pedagogy, is *reasonably organized*, and *reasonably* aligned to *most* lesson events.	Lesson rationale is *somewhat unclear*, lacks significant pedagogical relevance, is *somewhat illogical*, and is *incompletely* aligned to particular lesson events.	Lesson rationale is *unclear, irrelevant, not aligned* to lesson events, or is *absent*.
Assessment (6.000, 12%) CWU-CTL.1.5 NSES-T-A NSES-	Strategy is *explicitly clear* and *seamlessly*	Strategy is *mostly clear* and *well integrated*	Strategy is *reasonably clear* and *somewhat*	Strategy is *somewhat unclear, lacks*	Strategy is *unclear* and *ineffective* or is

T-C NSES-T-D WA-COMP-2007.EE.4.2.5 WA-COMP-2007.EE.5.1 WA-COMP-2007.EE.5.2 WA-COMP-2007.EE.5.4	*integrated* with 5E approach, is *highly appropriate* and *ideally suited* to evaluate knowledge and skill outcomes. Checklist assessment tool and attached artifacts are *clear, thorough*, and *highly effective*.	with 5E approach, is *appropriate* and *well suited* to evaluate knowledge and skill outcomes. Checklist assessment tool and attached artifacts are *mostly clear, thorough*, and *effective*.	*integrated* with 5E approach, is *reasonably appropriate* and *somewhat suited* to evaluate knowledge and skill outcomes. Checklist assessment tool and attached artifacts are *somewhat detailed* and *fairly effective*.	*integration* with 5E approach, is *somewhat inappropriate* and *not well suited* to evaluate knowledge and skill outcomes. Checklist assessment tool and attached artifacts are *somewhat unclear, lack thoroughness* and *effectiveness*.	*absent.* Strategy is *not suited* to evaluate knowledge and skill outcomes, and *no* 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 *accurate, thorough*, and *clear*.	College-level explanation of science concept is *mostly accurate, thorough*, and *clear*.	College-level explanation of science concept is *reasonably accurate* and *clear*.	College-level explanation of science concept is *somewhat unclear and incomplete*.	College-level explanation of science concept is *unclear and incomplete*.
Student Voice (4.000, 8%) NSES-T.A NSES-T.B NSES-T.E	Strategy is *explicitly clear, effective* and *seamlessly integrated* with 5E approach.	Strategy is *mostly clear* and *effective* and *well integrated* with 5E approach.	Strategy is *reasonably clear* and *effective* and *reasonably integrated* with 5E approach.	Strategy is *somewhat unclear* and *lacks integration* with 5E approach.	Strategy is *unclear* and *ineffective* or is *absent*.
Materials and Resource List (3.000, 6%) NSES-T.D	Materials and resources are *complete, thorough, and articulately* described. Bibliographic references are *complete*, and *properly formatted* with no errors.	Materials and resources are *descriptive, complete*, and *reasonably* thorough. Bibliographic references are *fairly extensive, complete*, and are properly formatted with *almost* no errors.	Materials and resources are *somewhat descriptive* and *mostly complete*. Bibliographic references are *reasonably abundant, mostly complete*, and are properly formatted with *few errors*.	Materials and resources are *inaccurately* described and *incomplete*. Bibliographic references are *somewhat lacking, incomplete*, and are *somewhat improperly* formatted with *somewhat frequent errors*.	Materials or resources are *not described*. Bibliographic references are *lacking* or are *absent*.
Format, Spelling and Grammar (3.000, 6%)	Formatting, spelling, and grammar are *excellent* with *no errors*.	Formatting, spelling, and grammar are *good* with *almost no errors*.	Formatting, spelling, and grammar are *reasonably good* with *few errors*.	Formatting, spelling, and grammar are *substandard* with *somewhat frequent errors*.	Formatting, spelling, and grammar are *unacceptable* with *frequent errors*.

Standards