

Power Grant: Evaluation Rubric for NGSS Units of Learning

Overview, Background and Context	Assessments	Learning Sequence: NGSS	Learning Opportunities: Integrate CA Standards
<ul style="list-style-type: none"> <li><input type="checkbox"/> Appropriate Performance Expectation(s) are identified, verbs are underlined, and are clearly the focus of the unit</li> <li><input type="checkbox"/> Appropriate DCI are identified and addressed in the unit,</li> <li><input type="checkbox"/> Appropriate SEPs are identified and addressed in the unit,</li> <li><input type="checkbox"/> Appropriate CCCs are identified and addressed in the unit,</li> <li><input type="checkbox"/> Connections to the CA Math standards are identified and addressed in the unit.</li> <li><input type="checkbox"/> Connections to the CA ELA standards are identified and addressed in the unit.</li> <li><input type="checkbox"/> Necessary background information is provided</li> <li><input type="checkbox"/> The content is accurate</li> <li><input type="checkbox"/> The unit is relevant and interesting to students, with real-world connections and applications</li> <li><input type="checkbox"/> The Learning and Instructional Sequence provides a conceptual flow that will lead to mastery of the Performance Expectation(s) and uses the 5 E model.</li> </ul> <p><b>Rating: 3 2 1 0</b></p>	<p>Multiple Measures that assess flow to the final performance task(s) are used to identify what students know, are able to do, understand, and next learning steps.</p> <p><i>Assess knowledge and skills</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Multiple choice: regular, enhanced (visuals, data), justify choice, T/F/ with justification or correct error, matching</li> <li><input type="checkbox"/> Observation</li> </ul> <p><i>Assess enduring understanding</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interviews</li> <li><input type="checkbox"/> Products</li> <li><input type="checkbox"/> Open-ended Prompts: essay, short answer, CRI constructed response to investigation (data provided, support conclusion, provide justification, substantiate experimental results)</li> </ul> <p><i>The performance task(s)</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Are consistent with and fully assess the performance expectation(s).</li> <li><input type="checkbox"/> Are comprehensive, coherent, and focused on the integration of core and compound ideas, CCCs, and SEPs.</li> <li><input type="checkbox"/> Students get, manipulate, and analyze data</li> <li><input type="checkbox"/> Provides information that identifies what students know, understand, and are able to do.</li> </ul> <p><b>Rating: 3 2 1 0</b></p>	<p><i>The learning sequence uses a variety of learning opportunities</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 5E Model of Instruction</li> <li><input type="checkbox"/> Inquiry</li> <li><input type="checkbox"/> Project-based</li> <li><input type="checkbox"/> Problem-based</li> <li><input type="checkbox"/> Service-learning</li> <li><input type="checkbox"/> Engineering task</li> <li><input type="checkbox"/> Other:</li> </ul> <p><i>Learning Opportunities</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Integrate the 3 dimensions: SEPs, DCIs, and CCCs throughout</li> <li><input type="checkbox"/> Activate and/or build background knowledge, connect to prior learning, to natural phenomena</li> <li><input type="checkbox"/> Provide comprehensible input</li> <li><input type="checkbox"/> Provide multiple opportunities to experience concepts before vocabulary is introduced.</li> <li><input type="checkbox"/> Provide opportunities for purposeful interaction</li> <li><input type="checkbox"/> Provide opportunities to apply concepts and practices in different contexts.</li> <li><input type="checkbox"/> Provide opportunities for constructive feedback, revision</li> <li><input type="checkbox"/> Provide closure and move students to a more scientific understanding</li> <li><input type="checkbox"/> Provide opportunities for self-reflection: learning what, how, why</li> <li><input type="checkbox"/> Include formative/summative assessment throughout</li> </ul> <p><b>Rating: 3 2 1 0</b></p>	<p><i>The learning opportunities:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Integrate LSRW to apply and advance literacy skills.</li> <li><input type="checkbox"/> Integrate and apply appropriate mathematics concepts and practices</li> <li><input type="checkbox"/> Facilitate rich and rigorous evidence-based <b>discussions</b> about common texts and experiments/trials through specific, thought-provoking, questions (including questions about illustrations, charts, graphs, tables, diagrams, audio, video, and media).</li> <li><input type="checkbox"/> Provide opportunities for students to <b>listen</b> carefully to the thinking of others and respond</li> <li><input type="checkbox"/> Use text(s) of sufficient quality and scope within grade-level text complexity band, <b>read</b> closely examining textual evidence, and discerning deep meaning as a central focus of instruction.</li> <li><input type="checkbox"/> Routinely expect that students draw evidence from texts and experiments/trials to produce clear and coherent <b>writing</b> that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, formal essays).</li> </ul> <p><b>Rating: 3 2 1 0</b></p>

Information from multiple resources, including EQuIP by Achieve, NSTA Workshop on Translating Lessons into Units for NGSS by Bybee and Bess, 2013, Buck Institute, Power Grant

Rating Scale Descriptors

- 3 – Exemplary: Meets most of the criteria in the dimension.
- 2 – Approaching: Meets many criteria in the dimension but would benefit from revision
- 1 – Developing: Meets few of the criteria in the dimension and needs significant revision
- 0 – Does not address the criteria in the dimension