

## Revised Rubric for Elementary Science Methods Performance Assessment

Standard Alignment	Criteria	3 – Exceeds	2 – Meets	1 – Approaches	0 – Does Not Meet
CAEP 2.c NSTA 1	<b>Representation of Science Content</b>	Plans include scientifically accurate representations of the disciplinary core ideas that are part of the lesson.	Plans include reasonably accurate representations of the disciplinary core ideas that are part of the lesson but may contain minor scientific errors.	Plans are lacking one or more key ideas related to the disciplinary core ideas that are part of the lesson.	Plans are lacking one or more key ideas and include misconceptions related to the disciplinary core ideas that are part of the lesson.
	<b>Three-dimensional Science Teaching</b>	Plans include appropriate and meaningful integration across the three dimensions of science and engineering practices, cross-cutting concepts, and disciplinary core ideas.	Plans include an attempt at integration across the three dimensions of science and engineering practices, cross-cutting concepts, and disciplinary core ideas, but it may be surface level.	Plans refer to three dimensions of science and engineering practices, cross-cutting concepts, and disciplinary core ideas, but they are not well integrated.	Plans do not include one or more of the three dimensions of science and engineering practices, cross-cutting concepts, and disciplinary core ideas.
CAEP 3.c NSTA 2, 3 and 4	<b>Learning Goals</b>	<p>Plans identify appropriate learning goals (what students will know and be able to do) for the lesson.</p> <p>Learning goals describe something that is observable by the teacher.</p> <p>Learning goals are strongly aligned with and sufficiently address the standard for the lesson.</p>	<p>Plans identify appropriate learning goals (what students will know and be able to do) for the lesson.</p> <p>Learning goals describe something that is observable by the teacher.</p> <p>Learning goals are somewhat aligned with and sufficiently address the standard for the lesson.</p>	<p>Plans identify appropriate learning goals (what students will know and be able to do) for the lesson.</p> <p>Learning goals may not describe something that is observable by the teacher.</p> <p>Learning goals are weakly aligned with and/or may not sufficiently address the standard for the lesson.</p>	<p>Plans do not clearly identify appropriate learning goals (what students will know and be able to do) for the lesson.</p> <p>Learning goals may not describe something that is observable by the teacher.</p> <p>Learning goals are not aligned with and/or do not sufficiently address the standard for the lesson.</p>

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	<b>Description of Learning Activities</b>	Description of learning activities is very detailed including questions/prompts that candidates might use in each part of the lesson to support student learning.	Description of learning activities is sufficiently detailed to understand what students will be doing in each part of the lesson but may lack appropriate questions/prompts to support student learning throughout the lesson.	Description of learning activities is lacking detail in some areas, but is still generally clear about what students will be doing in each part of the lesson.	Description of learning activities is lacking in detail resulting in lack of clarity about what students will be doing in each part of the lesson.
	<b>Inquiry-based Science Teaching and Engagement with Practices of Science and Engineering</b>	Plans accurately reflect principles of inquiry-based (learning through experiences) instruction and include multiple opportunities for students to engage with the practices of science and engineering.	Plans accurately reflect principles of inquiry-based (learning through experiences) instruction but lack multiple opportunities for students to engage with the practices of science and engineering.	Plans accurately reflect principles of inquiry-based (learning through experiences) instruction but lack opportunities for students to engage with the practices of science and engineering.	Plans do not accurately reflect principles of inquiry-based (learning through experiences) instruction.
	<b>Materials and safety</b>	Plans contain a complete list of materials including quantity needed (per student, per group, per class) to complete the activities planned as part of the lesson and include complete and appropriate safety considerations for the lesson.	Plans contain a complete list of materials to complete the activities planned as part of the lesson and include complete and appropriate safety considerations for the lesson.	Plans contain a partial list of materials to complete the activities planned as part of the lesson and include complete and appropriate safety considerations for the lesson.	Plans contain a partial list of materials to complete the activities planned as part of the lesson <b>or</b> do not include complete and appropriate safety considerations for the lesson.

Standard Alignment	Criteria	3 – Exceeds	2 – Meets	1 – Approaches	0 – Does Not Meet
	<b>Assessment Plans</b>	<p>Plans include appropriate assessments of all learning goals (what students know and are able to do) which include indicators of student performance.</p> <p>Plans include a variety of (pre, formative, and summative) assessments that are implemented throughout the lesson.</p>	<p>Plans include appropriate assessments of most learning goals (what students know and are able to do) which include indicators of student performance.</p> <p>Plans include a variety of (pre, formative, and summative) assessments that are implemented throughout the lesson.</p>	<p>Plans include appropriate assessments of some learning goals (what students know and are able to do) and/or plans do not include indicators of student performance.</p> <p>Plans lack variety in the type of assessments that are included and/or assessments are not implemented throughout the lesson.</p>	Plans are lacking appropriate assessment plans.
<b>CAEP 1.b NSTA 2</b>	<b>Inclusive Learning Experiences</b>	Plans demonstrate understanding of diverse experiences of students (e.g. Funds of Knowledge) and provide authentic connections between these experiences and the learning experiences and environments they provide for students.	Plans demonstrate some understanding of diverse experiences of students and provide some connections between these experiences and the learning experiences and environments they provide for students.	Plans demonstrate understanding of diverse experiences of students, but connections between these experiences and the learning experiences and environments they provide for students are lacking.	Plans demonstrate little understanding of diverse experiences of students.
	<b>Support for English Language Learners</b>	Plans include appropriate and meaningful support for students who are English Language Learners that allows for authentic engagement with the content.	Plans include appropriate and meaningful support for students who are English Language Learners that allows for engagement with the content	Plans include some support for students who are English Language Learners.	Plans include little support for students who are English Language Learners <b>or</b> supports do not allow for authentic engagement with the content.

<b>Standard Alignment</b>	<b>Criteria</b>	<b>3 – Exceeds</b>	<b>2 – Meets</b>	<b>1 – Approaches</b>	<b>0 – Does Not Meet</b>
<b>CAEP 3.d NSTA 3</b>	<b>Differentiation</b>	Plans include appropriate and meaningful support for students with particular learning needs and differences that allows for authentic engagement with the content.	Plans include appropriate and meaningful support for students with particular learning needs and differences that allows for engagement with the content.	Plans include some support for students with particular learning needs and differences.	Plans include little support for students with particular learning needs and differences <b>or</b> supports do not allow for authentic engagement with the content.
<b>CAEP 3.f NSTA 3</b>	<b>Motivation and Engagement Through Learning Activities</b>	Plans support student motivation and engagement by sharing control with students and containing meaningful and relevant activities that allow students to be self-directed.	Plans support student motivation and engagement, share some control with students, and contain meaningful and relevant activities but do not allow for students to be self-directed.	Plans show some support for motivation and engagement and contain activities with some level of meaning and relevance, but do not allow for shared control with students.	Plans do not show support for motivation and engagement and/or contain activities that are not meaningful or relevant.
<b>CAEP 5.b NSTA 6</b>	<b>Reflective Practice – Science Teaching Practices</b>	Reflections demonstrate deep knowledge of current science teaching practices (including appropriate references) and critical reflection on the ways in which these practices informed their plans.	Reflections demonstrate some knowledge of current science teaching practices (including appropriate references) and critical reflection on the ways in which these practices informed their plans.	Reflections demonstrate some knowledge of current science teaching practices (including appropriate references), but lack critical reflection on the ways in which these practices informed their plans.	Reflections demonstrate little knowledge of current science teaching practices, and lack critical reflection on the ways in which these practices informed their plans.
	<b>Reflective Practice – Areas of Growth</b>	Reflections clearly identify both strengths and stretches related to planning/teaching science lessons with detailed examples in a way that indicates deep understanding of how these might impact practice.	Reflections identify both strengths and stretches related to planning/teaching science lessons with some examples and explanations in a way that indicates some understanding of how they might impact practice.	Reflections identify either strengths or stretches related to planning/teaching science lessons with limited examples and explanations, but lacks depth in demonstrating how they might impact practice.	Reflections lack identification of strengths or stretches related to planning/teaching science and/or analysis of how they impact practice is superficial.