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| ***Secondary Science Methods* Rubric for Assignment 3 – Calendar/ Objectives****Total of 100 points** |
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| **Subarea Score \*****(with NSTA standards)** | **Unacceptable** | **Acceptable** | **Competent** | **Exemplary** |
| **A.** Year-long calendar for a life science course*NSTA Standards 1a, 5a, 5c, 6a, 6b, 7a, 7b, 8a and 9d* | 0-19 No calendar was submitted or the calendar did not adequately plan for a year’s study in science nor did it include a variety of methods of learning and experiencing science.The breadth of content coverage was inadequate and/or unrealistic for the grade level. | 20-23 Calendar showed a year-long plan that reflected some inclusion of labs, discussions, guest speakers, group work, lecture, field work/ trips, and lab practicals as they applied to each unit of study. The breadth of content coverage was somewhat realistic and appropriate for the grade level. | 24-27 Calendar showed a year-long plan that reflected an inclusion of labs, discussions, guest speakers, group work, lecture, field work/ trips, and lab practicals as they applied to each unit of study. The breadth of content coverage was mostly realistic and appropriate for the grade level. | 28-30 Calendar showed a year-long plan that reflected a thoughtful inclusion of labs, discussions, guest speakers, group work, lecture, field work/ trips, and lab practicals as they applied to each unit of study. The breadth of content coverage was very realistic and appropriate for the grade level. |
| Calendar with assessments appropriately spaced | 0-2 Calendar was lacking in assessment variety and little thought was given to the frequency of them | 3 Calendar showed a variety of assessments but more thought could have been applied to their frequency  | 4 Calendar showed a variety of and adequate time spans between assessments | 5 Calendar showed a variety of and appropriate time spans between assessments that were well thought out |
| Calendar with 180 days of school | 0-2 Calendar did not account for 180 days of school or had many errors | 3 Calendar accounted for 180 days of school with some errors | 4 Calendar accounted for 180 days of school with few errors | 5 Calendar accounted for 180 days of school with only 1 or no errors |
| Calendar with appropriate dates and holidays*NSTA Standard 1c* | 0-2 Calendar did not include relevant dates and holidays or had many errors | 3 Calendar was careful to include relevant dates and holidays with some errors | 4 Calendar was careful to include all relevant dates and holidays with few errors | 5 Calendar was careful to include all relevant dates and holidays with only 1 or no errors |
| **B.** Ten broad science behavioral objectives in the cognitive domain*NSTA Standards 3a, 5a, 6a, 6b, 8a, & 8b* | 0-12 There were not ten science objectives written and/or there was no variation in the Bloom’s level required | 13-18 Ten objectives written that are important in science with some variance in the levels of Bloom’s taxonomy  | 19-23 Ten objectives written that are important in science with mostly varying levels of Bloom’s taxonomy  | 24-25 Ten objectives clearly written that are important in science with varying levels of Bloom’s taxonomy  |
| Ten behavioral objectives in the cognitive domain are measurable  | 0-2 Many of the ten objectives are not measureable | 3 Some of the ten objectives are measureable | 4 Most of the ten objectives are measureable | 5 Each of the ten objectives are measureable |
| Used performance verbs to write behavioral objectives | 0-2 Did not use performance verbs to show cognition on the part of the student  | 3 Verbs were used to show cognition on the part of the student in the written objective | 4 Performance verbs were appropriately used to show cognition on the part of the student in the written objective | 5 Performance verbs were appropriately and thoughtfully used to show cognition on the part of the student in the written objective |
| **C.** Five broad science behavioral objectives in the affective domain*NSTA Standards 5a, 5f, 6a, 6b, 8a, 8b, 9a, 9b, 9c, and 9d* | 0-4 There were not five affective science objectives written  | 5-6 Five affective objectives were written  | 7-8 Five affective objectives were written that are important in science | 9-10 Five affective objectives were clearly written that are important in science |
| Five behavioral objectives in the affective domain are measurable  | 0-2 Many of the five objectives are not measureable | 3 Some of the five objectives are measureable | 4 Most of the five objectives are measureable | 5 Each of the five objectives are measureable |
| Used performance verbs to write affective objectives | 0-2 Did not use performance verbs to show action on the part of the student  | 3 Verbs were used to show action on the part of the student in the written objective | 4 Performance verbs were appropriately used to show action on the part of the student in the written objective | 5 Performance verbs were appropriately and thoughtfully used to show action on the part of the student in the written objective |

\*The acceptable level is the minimum allowed score.