

***Secondary Science Methods* Rubric for Assignment 3 – Calendar/ Objectives**  
**Total of 100 points**

<b>Subarea Score *</b> <b>(with NSTA standards)</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Competent</b>	<b>Exemplary</b>
<b>A.</b> Year-long calendar for a life science course  <i>NSTA Standards 1a, 5a, 5c, 6a, 6b, 7a, 7b, 8a and 9d</i>	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 <i>NSTA Standard 1c</i>	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>B.</b> Ten broad science behavioral objectives in the cognitive domain <i>NSTA Standards 3a, 5a, 6a, 6b, 8a, &amp; 8b</i>	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

<b>C. Five broad science behavioral objectives in the affective domain</b> <i>NSTA Standards 5a, 5f, 6a, 6b, 8a, 8b, 9a, 9b, 9c, and 9d</i>	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.