Student: _____ Assessor: _____

Date: _____

Lesson Study Performance Assessment Form

The teacher candidate:	*Unacceptable: (0)* Candidate exhibits no regard for expected behavior.	*Weak: (1 point)* Candidate attempt to exhibits expected behavior, but fail.	*Acceptable: (2)* Candidate implements expected behavior to a limited degree.	*Strong: (3 points)* Candidate regularly exhibits expected behavior.	*SCORE*
focuses on questions as the active mode of inquiry.	No consideration for this activity over course of three lessons.	Confuses asking lots of questions with true inquiry.	Focuses on finding the answers to only a very few questions.	Great emphasis on ways of knowing answers to very few questions.	
encourages student thinking and questioning.	No consideration for this activity over course of three lessons.	Provides questions for students to investigate.	Attempts to have students identify questions to investigate, but fails.	Encourages students to identify questions worthy of researching.	
engenders debate and discussion among students.	No consideration for this activity over course of three lessons.	Asks few follow-up questions; does not deal with apparent discrepancies.	Regularly asks follow-up questions; draws attention to apparent discrepancies.	Actively encourages meaningful debate among students on observations and interpretation of data	
provides a variety of levels and paths of investigation.	No consideration for this activity over course of three lessons.	Generally takes one approach to achieving educational goals.	Seeks external verification to answered questions.	Seeks alternative means to experimentally verify answers to questions.	
is a mentor and guide, giving as little direction as possible.	No consideration for this activity over course of three lessons.	A "sage on the stage" providing lots of specific direction.	A mix of sage and guide, providing suggestions for appropriate action.	A "guide on the side" helping students to identify appropriate procedures.	
promotes an active quest for new information and ideas.	No consideration for this activity over course of three lessons.	Tends to provide students with information rather than helping them create their own knowledge.	Attempts to engage student in the construction of knowledge, but fails.	Actively and regularly engages students in the construction of their own knowledge.	
avoids appeals to authority and avoids acting as an authority figure.	No consideration for this activity over course of three lessons.	Teaches from a didactic perspective and sets self up as authority figure or uses textbook as authority.	At "weak" moments, sets self up as authority figure or uses textbook as authority.	Strongly encourages empirical approach; avoids reference to external authority.	
maintains an atmosphere conducive to inquiry.	No consideration for this activity over course of three lessons.	Has a difficult time establishing and maintaining inquiry-oriented classroom atmosphere conducive to experiential learning.	Generally maintains inquiry-oriented classroom atmosphere conducive to experiential learning; attempts to employ learning cycle.	Regularly maintains inquiry-oriented classroom atmosphere conducive to experiential learning; successfully employs learning cycle.	
places emphasis on "How do I known material of this course?"	No consideration for this activity over course of three lessons.	Places greater emphasis on what is known rather than how it is known.	An equal emphasis placed on what is known and how it is known.	Places greater emphasis on how is known rather than what is known.	
uses appropriate questioning skills such as wait time & variety.	No consideration for this activity over course of three lessons.	Poor variety of question types; most questions convergent.	Good variety of questions, but tend not to move from convergent to divergent.	Wide variety of questions that regularly move from divergent to convergent.	
responds appropriately to what students contribute to lesson	No consideration for this activity over course of three lessons.	Only a minimal amount of attention paid to student responses; few follow-up questions.	Periodically responds in the affirmative to student questions; some times asks follow-up questions.	Reflects student responses; regularly asks follow-up questions.	

Continued next page.

Participating students:	*Unacceptable:* Students not involved in expected behavior.	*Weak:* Students only weakly engaged in expected behavior.	*Acceptable:* Students regularly engaged in expected behavior.	*Strong:* Students exhibit expected behavior to high degree.	
make observations and collect and interpret data.	No consideration for this activity over course of three lessons.	Observations generally taken from inquiry-oriented lecture demonstrations.	Observations take from a mix of inquiry-oriented lecture demonstrations and laboratory activities.	Observations generally taken from laboratory activities.	
formulate hypotheses and create and conduct experiments to test.	No consideration for this activity over course of three lessons.	Confuses hypothesis with prediction, but follows up with an experiment to test prediction.	Students formulate simple explanations, but not experimental follow-up occurs.	Students formulate simple explanations and follow up with test activities.	
relate independent & dependent variables to establish meaningful relationships.	No consideration for this activity over course of three lessons.	Students identify and work with independent and dependent variables, but do not work with them in a meaningful way.	Students identify and work with independent and dependent variables; little concern for control of extraneous variables.	Students identify and work with independent and dependent variables; control of extraneous variables.	
use reasoning ability to interpret data draw relationships	No consideration for this activity over course of three lessons.	Students derive principles from data; not concern shown for generation of laws.	Students perform algebraic calculations using discrete data to generate law.	Students use graphical methods to generate meaningful relationships using all suitable data.	
make decisions and draw conclusions on the basis of data.	No consideration for this activity over course of three lessons.	Students derive their own results, but do not communicate them to the rest of the class.	Students communicate results verbally without the aid of instructional technology or illustrations.	Students use white board or other appropriate means to communicate results.	
defend conclusions on the basis of data.	No consideration for this activity over course of three lessons.	Students write up lab reports in which they merely present conclusions but do not defend them directly.	Students answer questions from other students following presentation.	Students answer probing questions from other candidate following presentation.	
interpret collected data or observations.	No consideration for this activity over course of three lessons.	Students apply what they have learned to nearly identical situations.	Students apply what they have learned to a small variety of situations.	Students apply what has been learned to a wide variety of situations.	
				Total Points	

Comments of assessor: