Name:	Score:
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Learning Sequence Scoring Rubric

Dimension	Excellent (4)	Good (3)	Fair (2)	Poor/Unacceptable (1/0)	Score
Subject Matter	Topic is from a single area	Topic a bit broad, requiring	Topic is too broad, requiring	Topic is so broad that there is	
	and, while very narrow,	one activity to deviate	two activities to deviate	no central conceptual theme.	
	allows a single concept to be	markedly from the central	markedly from the central	Activities are rather unrelated	
	addressed in multiple ways.	concept being developed.	concept being developed.	or discordant.	
Locus of	Control of learning	Control of learning	It is unclear that the control	It is obvious that the control	
Control	processes clearly and	processes generally trends	of learning processes is	of learning processes is	
	systematically shifts from	from teacher to students	systematically being shifted	systematically being shifted	
	teacher to students across	across the sequence, but	from teacher to student	from teacher to student	
	the sequence. The trend is	there are some clear	across the sequence.	across the sequence.	
Y . 11 . 1	consistent throughout.	irregularities.	To the state of th		
Intellectual	Teacher focus on the	Teacher focus on the	It is unclear that the teacher's	It is obvious that the teacher's	
Sophistication	development of students'	development of students'	focus on the development of	focus on the development of	
	intellectual process skills	intellectual process skills	students' intellectual process	students' intellectual process	
	clearly shifts from	generally trends from	skills is shifting appropriately	skills is shifting appropriately	
	rudimentary to advanced	rudimentary to advanced	across the sequence.	across the sequence.	
	across the sequence.	across the sequence.			
Inquiry	All activities are clearly	Most activities are clearly	Some activities are clearly	Few if any activities are	
Orientation	inquiry oriented. That is,	inquiry oriented. That is,	inquiry oriented. That is,	clearly inquiry oriented. That	
	students will collect	students will collect	students will collect	is, students will collect	
	information and construct	information and construct	information and construct	information and construct	
	understanding from an	understanding from an	understanding from an	understanding from an	
	analysis of that data.	analysis of that data.	analysis of that data.	analysis of that data.	
Clarity	All descriptions are very clear	Most descriptions are very	Some descriptions are very	Few if any descriptions are	
	and an informed reader could	clear and an informed reader	clear and an informed reader	clear enough that an informed	
	clearly conduct the activities	could clearly conduct the	could clearly conduct the	reader could clearly conduct	
	indicated.	activities indicated.	activities indicated.	the activities indicated.	
Explicit	Student explicitly states	Student explicitly states	Student explicitly states a	Student leaves it to the scorer	
	intellectual process skills	majority of intellectual	minority of intellectual	to infer the presence of nearly	
	across the sequence, using	process skills, but infers a	process skills, and infers a	all intellectual process skills.	
	words from rubric.	minority.	majority.		
Feasibility	All activities can easily be	Most activities can easily be	Some activities can easily be	Few if any activities can	
	completed with number and	completed with number and	completed with number and	easily be completed with	
	type of materials indicated.	type of materials indicated.	type of materials indicated.	number and type of materials	
				indicated.	

Intellectual Process Skills of Discovery Learning:

	Excellent (4)	Good (3)	Fair (2)	Poor/Unacceptable (1/0)	Score
Students employ	Most of the rudimentary	About half of the	Less than half of the	Few if any of the	
rudimentary intellectual	intellectual process	rudimentary intellectual	rudimentary intellectual	rudimentary intellectual	
process skills: observing,	skills are evident. Basic	process skills are	process skills are evident.	process skills are evident.	
formulating concepts,	skills are still	evident. Basic skills	Basic skills somewhat	Basic skills are	
estimating, drawing	emphasized but none of	somewhat emphasized,	emphasized. Several of the	deemphasized. The more	
conclusions,	the more sophisticated	and very few of the more	more sophisticated intellectual	sophisticated intellectual	
communicating results,	intellectual process	sophisticated intellectual	process skills are emphasized.	process skills are	
and classifying results.	skills are emphasized.	process skills are		emphasized.	
		emphasized.			

Intellectual Process Skills of Interactive Demonstration:

Students employ basic intellectual process skills, as	Most of the lower	About half of the	Less than half of the	Few if any of the	
well as others that they demonstrated in the first	intellectual process	lower intellectual	lower intellectual	lower intellectual	
phase of the learning sequence. These more	skills are still being	process skills are	process skills are	process skills are	
sophisticated intellectual processes include:	emphasized. None of	evident. Some of	evident. Many of the	evident. The more	
predicting, explaining, estimating, acquiring and	the more	the more	more sophisticated	sophisticated	
processing data, formulating and revising scientific	sophisticated	sophisticated	intellectual process	intellectual	
explanations using logic and evidence, and	intellectual process	intellectual process	skills are	process skills are	
recognizing and analyzing alterative explanations	skills are emphasized.	skills are	emphasized.	emphasized.	
and models		emphasized.	_	_	

Intellectual Process Skills of Inquiry Lesson:

Students employ intermediate intellectual process skills, as well as others that they demonstrated in earlier phases of the learning sequence. These more sophisticated intellectual processes include the following: measuring, collecting and recording data, constructing a table of data, designing and conducting scientific investigations, using technology and moth during	Most of the intermediate intellectual process skills are evident. Some of the lower intellectual process skills are still emphasized. None of the more sophisticated	About half of the intermediate intellectual process skills are evident. Some of the lower intellectual process skills are still emphasized. A few of the more sophisticated	Less than half of the intermediate intellectual process skills are evident. Many of the lower intellectual process skills are still being emphasized. Several of the more sophisticated intellectual	Few if any of the intermediate intellectual process skills are evident. Many of the lower intellectual process skills are still being emphasized. Many of the more sophisticated	
	_	_		1 1	

Intellectual Process Skills of Inquiry Laboratory:

	Excellent (4)	Good (3)	Fair (2)	Poor/Unacc (1/0)	Score
Students employ integrated intellectual	Most of the	About half of the	Less than half of the	Few if any of the	
process skills, as well as others that they	integrated intellectual	integrated intellectual	integrated intellectual	integrated intellectual	
demonstrated in earlier phases of the	process skills are	process skills are	process skills are	process skills are	
learning sequence. Typical of this aspect	evident. None of the	evident. Some of the	evident. Many of the	evident. Most of the	
of the sequence, students will commonly	lowest intellectual	lowest intellectual	lowest intellectual	lowest intellectual	
utilize the following intellectual process	process skills are	process skills are being	process skills are	process skills are	
skills: measuring metrically, establishing	being emphasized.	emphasized. None of the	being emphasized.	being emphasized.	
empirical laws on the basis of evidence	None of the more	more sophisticated	Some of the more	Many of the more	
and logic, designing and conducting scientific investigations, and using	sophisticated	intellectual process skills	sophisticated	sophisticated	
technology and math during	intellectual process	are emphasized.	intellectual process	intellectual process	
investigations.	skills are emphasized.		skills are emphasized.	skills are emphasized.	

Intellectual Process Skills of Hypothetical Inquiry: (EXTRA CREDIT)

Students employ advanced intellectual process	Most of the	About half of the	Less than half of the	Few if any of the	
skills, as well as others that they demonstrated	advanced	advanced intellectual	advanced intellectual	advanced	
in earlier phases of the learning sequence. These	intellectual process	process skills are	process skills are	intellectual process	
more sophisticated intellectual processes include	skills are evident.	evident. Some of the	evident. Many of the	skills are evident.	
the following: synthesizing complex	None of the low or	low or intermediate	low or intermediate	Most of the low or	
hypothetical explanations, analyzing and	intermediate	intellectual process	intellectual process	intermediate	
evaluating scientific arguments, generating	intellectual process	skills are being	skills are being	intellectual process	
predictions through the process of deduction,	skills are being	emphasized.	emphasized.	skills are being	
revising hypotheses and predictions in light of	emphasized.			emphasized.	
new evidence, and solving complex real-word	•			·	
problems.					

Scorer Comments:

Total Score: