

First Author:

Activity Title:

Content Rubric: Learning Cycle Activity

<p>Content Learning Objectives</p> <p>1a. No more than three key concepts as learning objectives are stated clearly and phrased appropriately on Activity Submission Form.</p> <p>1b. Activity is likely to lead students to achieve the content learning objectives.</p> <p>1c. Questions in activity allow assessment of student achievement of content learning objectives.</p>	<p>0 1 2 3</p>	<p>Identify at least one strength related to the content learning objectives. Explain why it is a strength.</p>	<p>Identify at least one improvement related to the content learning objectives. Explain why this would be an improvement.</p>
<p>Content Accuracy</p> <p>2a. Models and questions lead students to accurate content understanding.</p> <p>2b. Models and questions help students to avoid or explicitly confront common misconceptions.</p>	<p>0 1 2 3</p>	<p>Identify at least one strength related to the content accuracy. Explain why it is a strength.</p>	<p>Identify at least one improvement related to the content accuracy. Explain why this would be an improvement.</p>
<p>Learning Cycle Structure</p> <p>3a. Each model is clearly presented and is an appropriate set of data or exemplars that provides enough evidence or information to achieve intended content objectives.</p> <p>3b. Exploration questions require students to engage with the model.</p> <p>3c. Invention questions are sequenced to require critical thinking that leads to concept development.</p> <p>3d. Application is present and extends ideas in a meaningful and logical manner.</p>	<p>0 1 2 3</p>	<p>Identify at least one strength related to the learning cycle structure. Explain why it is a strength.</p>	<p>Identify at least one improvement related to the learning cycle structure. Explain why this would be an improvement.</p>
<p>Diversity and Inclusion</p> <p>4a. Models minimize barriers to learning by choosing language and graphics that are audience appropriate and accessible to diverse student populations.</p> <p>4b. Questions minimize barriers to learning by choosing language that is audience appropriate and accessible to diverse student populations.</p>	<p>0 1 2 3</p>	<p>Identify at least one strength related to diversity and inclusion. Explain why it is a strength.</p>	<p>Identify at least one improvement related to diversity and inclusion. Explain why this would be an improvement.</p>
<p>Clarity and Flow</p> <p>5a. Questions are phrased clearly and are likely to elicit the intended response from students.</p> <p>5b. Sequence of questions flows logically and avoids conceptual leaps, unnecessary repetition, or content unrelated to learning objectives.</p>	<p>0 1 2 3</p>	<p>Identify at least one strength related to clarity and flow. Explain why it is a strength.</p>	<p>Identify at least one improvement related to clarity and flow. Explain why this would be an improvement.</p>

Assessment Key:

- 0 = No explicit evidence regarding this indicator.
- 1 = Some evidence of meeting this goal, but significant improvement needed.
- 2 = Satisfactory evidence of meeting this goal, but improvements would substantially improve the activity.
- 3 = Substantial or exemplary evidence of meeting this goal. Improvements are not essential.