SCIENCE SCORING RUBRICS AND SCORING SUMMARY FORM

Circle the score given for each rubric.

PLANNING

Review these Task 1 & 2 sources for evidence to support score:
- *Task 1 Context Form*
- *Context Commentary*
- *Task 2 Lesson Plans*
- *Instructional Materials*
- *Planning Commentary*

S1 Establishing a balanced instructional focus	1	2	3	4
S2 Making content accessible	1	2	3	4
S3 Designing assessments	1	2	3	4

ASSESSMENT

Review these Task 4 sources for evidence to support score:
- *Evaluative Criteria or Rubric*
- *Student Work Samples*
- *Assessment Commentary*
- *(and consider previously reviewed Task 1, 2, & 3 sources)*

S6 Analyzing student work from an assessment	1	2	3	4
S7 Using assessment to inform teaching	1	2	3	4
S8 Using feedback to promote student learning	1	2	3	4

INSTRUCTION

Review these Task 3 sources for evidence to support score:
- *Video Clip(s)*
- *Lesson Plan*
- *Instruction Commentary*
- *(and consider previously reviewed Task 1 & 2 sources)*

S4 Engaging students in learning	1	2	3	4
S5 Monitoring student learning during instruction	1	2	3	4

REFLECTION

Review these Task 5 sources for evidence to support score:
- *Daily Reflections*
- *Reflective Commentary*
- *(and consider previously reviewed Task 1, 2, 3, & 4 sources)*

S9 Monitoring student progress	1	2	3	4
S10 Reflecting on learning	1	2	3	4

ACADEMIC LANGUAGE

Consider evidence from all Teaching Event tasks to support score.

S11 Understanding language demands	1	2	3	4
S12 Supporting academic language development	1	2	3	4

Candidate ID: _____

Scorer ID: _____

PLANNING ESTABLISHING A BALANCED INSTRUCTIONAL FOCUS **S1: How do the plans support student learning of scientific concepts and inquiry skills?** (TPEs 1,4,9)			
Level 1	**Level 2**	**Level 3**	**Level 4**
• The standards, learning objectives, learning tasks, and assessments either have **no central focus or a one-dimensional focus** (e.g., solely on a scientific phenomenon, science concept, or investigation/ experimentation skills).	• The standards, learning objectives, learning tasks, and assessments have an overall focus that is **primarily one-dimensional** (e.g., a scientific phenomenon, science concept, or investigation/experimentation skills). • The focus includes **vague connections** among science concepts, real world phenomena, and investigation/experimentation skills.	• Learning tasks ***or*** **the set of assessment tasks** focus on multiple dimensions of science learning through **clear connections** among science concepts, real world phenomena, and investigation/ experimentation skills. • A **progression** of learning tasks and assessments is planned to build understanding of the central focus of the learning segment.	• Both learning tasks ***and*** **the set of assessment tasks** focus on multiple dimensions of science learning through clear connections among science concepts, real world phenomena, and investigation/ experimentation skills. • A progression of learning tasks and assessments guides students to build **deep understandings** of the central focus of the learning segment.

Key evidence that supports the assigned score:

Score: _____

Candidate ID: _____

Scorer ID: _____

PLANNING MAKING CONTENT ACCESSIBLE **S2: How do the plans make the curriculum accessible to the students in the class?** (TPEs 1,4,5,6,7,8,9)			
Level 1	**Level 2**	**Level 3**	**Level 4**
• Plans **refer** to students' experiential backgrounds[1], interests, or prior learning[2] that have **little or no relationship** to the learning segment's standards/objectives. OR • There are **significant content inaccuracies** in plans that will lead to student misunderstandings.	• Plans **draw on** students' experiential backgrounds, interests, or prior learning to **help students reach** the learning segment's standards/objectives. • Plans for the implementation of learning tasks include **support[3] to help students** who often struggle with the content.	• Plans draw on students' prior learning **as well as** experiential backgrounds or interests to help students reach the learning segment's standards/objectives. • Plans for learning tasks include **scaffolding or other structured forms of support**[4] to provide **access to grade-level** standards/objectives.	All components of Level 3 plus: • Plans include **well-integrated** instructional strategies that are **tailored** to address **a variety of specific student learning needs**.

Key evidence that supports the assigned score:

Score: _____

[1] Cultural, linguistic, social, economic
[2] In or out of school
[3] Such as strategic groupings of students; circulating to monitor student understanding during independent or group work; checking on particular students.
[4] Such as multiple ways of representing content; concrete models; modeling strategies of scientific inquiry; providing graphic organizers, rubrics, or sample work.

PLANNING DESIGNING ASSESSMENTS **S3: What opportunities do students have to demonstrate their understanding of the standards and learning objectives?** (TPEs 2,3)			
Level 1	**Level 2**	**Level 3**	**Level 4**
• There are **limited** opportunities provided for students to learn what is measured by assessments. OR • There is a **significant mismatch** between one or more assessment instruments or methods and the standards/objectives being assessed.	• Opportunities are provided for students to **learn what is assessed**. • It is not clear that the assessment of one or more standards/objectives go beyond **surface-level** understandings.	• Opportunities are provided for students to learn what is assessed. • The assessments allow students to show **some depth of understanding or skill** with respect to the standards/objectives. • The assessments **access both productive (speaking/writing) and receptive (listening/reading) modalities** to monitor student understanding.	All components of Level 3 plus: • Assessments are **modified, adapted, and/or designed** to allow students with special needs opportunities to demonstrate understandings and skills relative to the standards/objectives.

Key evidence that supports the assigned score:

Score: _____

Candidate ID: _____

Scorer ID: _____