

RUBRICS:

Part I:

	Try Again (1)	Needs Improvement (2)	Solid Work (3)	Exceptional! Inspiring! (4)	Self	Faculty
Complete project	Lacking many core pieces; difficult to determine how the pieces fit together.	Includes some core pieces; could seem to be disconnected pieces.	Includes most core pieces; represents a cohesive, thoughtful project.	Includes all core pieces; represents a cohesive, thoughtful project.		
Unit plan	Unit lacks any cohesiveness. Demonstrates little or no thought with regards to daily progression. Unit is not cohesive.	Unit has gaps. Some effort of daily planning is evident. Most aspects demonstrated alignment with RTOP elements and the unit included authentic inquiry.	Unit shows at least some progression from day to day. Unit covers the Goals set by the group. Aligned with RTOP elements & included authentic inquiry experience.	Plan shows clear progression that builds from day to day. Goals are addressed in a variety of creative ways. Aligned with RTOP elements & included authentic inquiry experience.		
Lesson plan day one	Plan lacks three or more essential elements . Plan does not follow a logical sequence.	Plan lacks one or plan lacks one or two essential elements Plan follows logical sequence and is mostly understandable.	All essential elements are addressed. Logical sequence of events is readily apparent. Aligned with RTOP elements & included aspects of authentic inquiry.	All essential elements are addressed. Plan is cohesive with opportunities for enrichment. Aligned with RTOP elements & included aspects of authentic inquiry.		
Lesson plan day two	Plan lacks three or more essential elements . Plan does not follow a logical sequence.	Plan lacks one or plan lacks one or two essential elements Plan follows logical sequence and is mostly understandable.	All essential elements are addressed. Logical sequence of events is readily apparent. Aligned with RTOP elements & included aspects of authentic inquiry.	All essential elements are addressed. Plan is cohesive with opportunities for enrichment. Aligned with RTOP elements & included aspects of authentic inquiry.		
Lesson plan day three	Plan lacks three or more essential elements . Plan does not follow a logical sequence.	Plan lacks one or plan lacks one or two essential elements Plan follows logical sequence and is mostly understandable.	All essential elements are addressed. Logical sequence of events is readily apparent. Aligned with RTOP elements & included aspects of authentic inquiry.	All essential elements are addressed. Plan is cohesive with opportunities for enrichment. Aligned with RTOP elements & included aspects of authentic inquiry.		
Lesson plan day four	Plan lacks three or more essential elements . Plan does not follow a logical sequence.	Plan lacks one or plan lacks one or two essential elements Plan follows logical sequence and is mostly understandable.	All essential elements are addressed. Logical sequence of events is readily apparent. Aligned with RTOP elements & included aspects of authentic inquiry.	All essential elements are addressed. Plan is cohesive with opportunities for enrichment. Aligned with RTOP elements & included aspects of authentic inquiry.		

Lesson plan day five	Plan lacks three or more essential elements . Plan does not follow a logical sequence.	Plan lacks one or plan lacks one or two essential elements Plan follows logical sequence and is mostly understandable.	All essential elements are addressed. Logical sequence of events is readily apparent. Aligned with RTOP elements & included aspects of authentic inquiry.	Plan is cohesive with opportunities for enrichment. Aligned with RTOP elements & included aspects of authentic inquiry.		
Diverse campers sections across lesson plans	Activities are limited in scope. Demonstrates little thought to prior knowledge of students	Demonstrates little variety in planned activities. Prior knowledge of students incorporated on a limited basis.	Activities reflect the desire to address the diversity of campers. Prior knowledge of students addressed in many areas.	Includes a variety of activities which afford multiple ways to access concepts, engage in learning, and demonstrate competence. Also reflects, celebrates and builds on prior knowledge of students.		
Reflection sections across lesson plans	Little or no assessment of personal successes and areas in need of growth. Lacks any reference to inquiry-based pedagogy.	Limited assessment of growth and success. Some instances of relation to inquiry-based pedagogy.	Includes assessment of successes and areas in need of improvement. Reference to inquiry-based pedagogy obvious.	Thoughtful and creative assessment of both successes and areas in need of improvement with respect to inquiry-based pedagogy as outlined in the RTOP.		
Unit assessment	Narrative does not address each unit goal and lacks evidence for claims made with respect to the success of implementation.	Narrative addresses each unit goal and offers inconsistent or unclear evidence for claims made with respect to the success of implementation.	Narrative addresses each unit goal and offers evidence for claims made with respect to the success of implementation.	Narrative addresses each unit goal and offers compelling evidence for claims made with respect to the success of implementation.		
Personal professional reflection	Narrative only superficially addresses the impact of this experience on participant's personal professional growth as a teacher. Missing many of the requested elements.	Narrative demonstrates consideration of the impact of this experience on participant's personal professional growth as a teacher. Includes some of the requested elements.	Narrative demonstrates consideration of the impact of this experience on participant's personal professional growth as a teacher. Includes most of the requested elements.	Narrative demonstrates thoughtful consideration of the impact of this experience on participant's personal professional growth as a teacher. Includes the identification of significant events or aspects of the experience, "stories" of core dilemmas (how and why they emerged and how they were resolved), and personal pluses and arrows		

Part II:

The following rubrics are intended to evaluate the extent to which in this assignment you have provided evidence of meeting the specific NSTA standards listed below, using the following definitions:

1. **Insufficient** – i.e., this standard was not met.
2. **Emergent/needs improvement** – i.e., there is only partial evidence that this standard was addressed or the standard was only partially addressed; more evidence is needed before determining proficiency with respect to this standard.
3. **Basic proficiency**– i.e., the project provides sufficient evidence of addressing this standard at least at a basic level
4. **Outstanding performance** – i.e., the project provides a great example of addressing this standard.

<i>NSTA standards:</i>	<i>Self</i>	<i>Faculty</i>
1.b Candidates understand and can successfully convey to students the unifying concepts of science delineated by the National Science Education Standards.		
1.c Candidates understand and can successfully convey to students important personal and technological applications of science in their fields of licensure.		
2.c Candidates engage students successfully in studies of the nature of science including, when possible, the critical analysis of false or doubtful assertions made in the name of science.		
4.a Candidates understand socially important issues related to science and technology in their field of licensure, as well as processes used to analyze and make decisions on such issues.		
7.a Candidates identify ways to relate science to the community, involve stakeholders, and use community resource to promote the learning of science.		