

**Evaluation of an Inquiry Lesson in Science**

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| Teacher Candidate | Date |
| Cooperating Teacher | School |
| University Supervisor | Subject/Grade |
| Lesson Topic | Evaluator |

Science Education students are required to teach at least two inquiry lessons that address key concepts for the course. The following evaluation is to be completed by the classroom teacher for one inquiry lesson and university supervisor for the other inquiry lesson. This can be completed in conjunction with other evaluations.

**Evaluation Criteria**

Students must be at a level of developing in order to meet the inquiry standard. A student scoring unsatisfactory on this standard will require a remediation plan and a subsequent evaluation.

**Unsatisfactory--1**

Pre-assessments and formative assessments are not included. Candidates lead students through a verification or “cookbook” laboratory. Rather than facilitating student understanding of the scientific concept after students have had the opportunity to explore it fully, the candidate explains the concept before the investigation. None of the five characteristics of inquiry mentioned in proficient are observed.

**Developing--2**

Pre-assessment and formative assessment may or may not be included, but how that information is used to inform instruction is unclear or there may be a more appropriate way to conduct assessment. Candidates engage students in a “cookbook” laboratory in which questions, procedures, and data organization/analysis are all given to students. Following the laboratory, candidate attempts to connect findings and conclusions to the objectives or concepts being studied.

**Proficient--3**

Candidates must elicit student prior knowledge and connect their current understandings with scientifically accepted explanations. Candidates must also include formative assessments in their lesson that inform instruction and are meaningful to students. In addition, the candidates must engage their students in two or more of the following:

* 1. Students develop scientifically oriented questions.
  2. Students develop and then follow their own procedure that seeks to answer the question posed.
  3. Students determine what constitutes evidence and systematically organize and analyze the data collected.
  4. Students formulate evidence-based explanations after summarizing data collected.
  5. Students connect explanations of data to scientific knowledge.

**Exemplar--4**

Candidates must elicit student prior knowledge and connect their current understandings with scientifically accepted explanations. Candidates must also include formative assessments in their lesson that inform instruction and are meaningful to students. In addition, the candidates must engage their students in four or more of the following:

1. Students develop scientifically oriented questions.
2. Students develop and then follow their own procedure that seeks to answer the question posed.
3. Students determine what constitutes evidence and systematically organize and analyze the data collected.
4. Students formulate evidence-based explanations after summarizing data collected.
5. Students connect explanations of data to scientific knowledge.

**Student’s Score (1-4):**

**Rationale for score (including strengths observed as well as areas in need of improvement):**

Evaluator: Date: