

# VISIT Rubric For Evaluating Lessons

## Who uses this rubric?

- The following is a rubric for you to use when you are writing your evaluation of a lesson that might be used by teachers for their own professional development in VISIT, or that might be used by VISIT teachers in their classrooms with their students.

## What is a “lesson”?

- A lesson typically will be something you can do in one to three hours’ work at the computer (or with your students in one or two class periods). If there are several lessons within a larger Investigation or curriculum, please fill out this form for each lesson you review.
- These lessons might be ones that the VISIT project is developing,
- These lessons may be ones that are already offered in VISIT webct courses,
- The lessons may have been developed elsewhere (e.g. Northwestern LATE Environment curriculum; MFTeach; ESRI lessons).

## Who will read the evaluation you are writing?

- Other teachers in VISIT. Teachers will use your evaluations to learn how another teacher thinks about the lesson. Teachers might decide whether to take a certain lesson based on your critique.
- The authors of the lessons you are reviewing. Authors of lessons will use your evaluation to revise and improve the lesson.
- VISIT staff will use your evaluation to help decide whether to include the lesson in the VISIT professional development program for teachers.

I hope you will enjoy reviewing and evaluating lessons through using this rubric. Please suggest improvements to this rubric to [bev@piedmontresearch.org](mailto:bev@piedmontresearch.org).

## Instructions:

- Please use this form to describe and evaluate an individual lesson. A lesson typically will be something you can do in one to three hours’ work at the computer (or with your students in one, two or three class periods). If there are several lessons within a larger Investigation or curriculum, please fill out this form for each lesson you review.
- Use the drop down menu in column 2 to rate each criterion. This should be on a continuum from 0 (Strongly Disagree) to 10 (Strongly Agree)

Strongly Disagree	Neutral						Strongly Agree			
0	1	2	3	4	5	6	7	8	9	10

- Use the right-most column of the table to explain your rating for each item. Just click in the box and begin typing your comments.
- Add any additional comments or items that you think should be included in the rubric at the end of this document.
- Please save this file under a new name when you fill it in. Include your last name in the file name. E.g. “hunterLATElsn2.doc”
- Unless you have received other instructions, please attach your completed evaluation document to an email and send it to both [bev@piedmontresearch.org](mailto:bev@piedmontresearch.org) and to [anneeschtruth@netscape.net](mailto:anneeschtruth@netscape.net).

You may want to suggest additional reviewers for this lesson. Include that information in your email.

1. Reviewer Name:	SCOTT ALLEN
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2. Date Reviewed:	DEC. 9, 2001	
3. Please identify the resource you are evaluating (name of overall package or project, specific lesson title, author, source, how obtained, URL, etc).	CLIMATE GRAPHS LESSON	
4. Did you try out this lesson with students? If yes, please tell something here about the class and students with whom you tried this.	NO	
Quality of Lessons		
➤ Pedagogically sound and appropriate to inquiry processes	5	
➤ Provides scientific value and accuracy	5	
➤ Appropriate grammar, spelling, quality of language used	4	
➤ Instructions are understandable	9	
➤ High quality of visual representations (e.g. layout sensible; screen shots readable; appropriate graph)	10 Strongly Agree	<b>NICELY DONE</b>
➤ Appropriate to curriculum, age level	7	I THINK THIS WOULD WORK WELL WITH MIDDLE LEVEL STUDENTS , (6,7,8)
➤ Technical soundness (i.e., the technology works as intended).	7	ALL FINE EXCEPT I COULD NOT LOCATE THE CHART AXIS PROPERTIES ON ARCVIEW WITH MY IMAC

The <b>Investigation or lesson(s)</b> is effective for a <b>teacher's</b> professional development.		
➤ Uses and expands her/his scientific knowledge	1 Strongly Disagree	NOT REALLY
➤ Expands his/her use of technology professionally and in the classroom	6	GOOD FOR CORRELATING MAPS WITH GRAPHS
➤ Expands his/her understanding and skills in spatial reasoning	4	PERHAPS NO BETTER THAN A GOOD SET OF MAPS AND GRAPHS!
➤ Encourages collaboration with other teachers, scientists and technologists	2	NOT APPARENT
➤ Identifies new ways for meeting standards	8	QUITE POSSIBLY
➤ Provides guided science inquiry lesson plans	10 Strongly Agree	
➤ Appropriate for teacher use (convenience, efficient use of time, technically accessible, etc)	10 Strongly Agree	YES INDEED, SIMPLE CLEAR FORMAT

The <b>Investigation or lesson(s)</b> is effective at the level of the <b>students</b> who use or might use the developed lesson		
➤ Learning meets standards Identify standards:	5	NA
➤ Participates in and learns about scientific inquiry processes	3	IF STUDENT CAN SEE PAST GAGETRY OF ARCVIEW, SCIENCE COULD BE BROUGHT FORWARD
➤ Develops or applies spatial reasoning in analysis of data	10 Strongly Agree	
➤ Learns about science applications relevant to community issues	3	
➤ Becomes familiar with appropriate technology applications	10 Strongly Agree	

**The Investigation Themes.** Describe the **theme** or topic on which the investigation will be developed.

(Example of **themes**: water quality in rivers or lakes; hazardous materials in living environments; ozone or radon in urban areas; distribution of flora or fauna; ecological modeling)

Theme:

➤ Is environmentally-related or socially important.	10 Strongly Agree	
➤ Uses empirical databases.	8	
➤ Uses technology for visualization, manipulation of data; preparation of products; communication	10 Strongly Agree	YES, VERY MUCH SO
➤ Inquiry-driven.	1 Strongly Disagree	MORE SO IF STUDENTS GATHERED DATA BECAUSE OF THEIR INTERESTS
➤ Interesting to the teacher who develops and implements the lessons.	5	
➤ Interesting to the student who uses the lessons and becomes actively involved.	6	
➤ Interesting and relevant to the local community	1 Strongly Disagree	

**The Investigation Scenario.** The investigation **scenario** is the particular real world environment under study. It defines the geographical footprint for the **Investigation**. Local **scenarios** are usually more desirable because they are more relevant to the teachers, students and people in the surrounding community.

Example of **scenarios**:

water quality in the local watershed; power shortage across a state; a city wide environmental problem; water resources across a state or region – location, adequacy, preservation

Scenario:

➤ Illustrates the relevance of science for the teacher, the students and the community	3	
➤ Provides a context where the grade appropriate science standard can be met	3	POSSIBLY
➤ Provides a framework where a guided science inquiry can be presented, discussed and developed	7	

**Types Of Data And Availability**

➤ Defines the data for an investigation.	10 Strongly Agree	
➤ Provides the data	10 Strongly Agree	
➤ Teaches how to get the data.	1 Strongly Disagree	
➤ Supports and teaches Geo-spatial Data Sets	1 Strongly Disagree	

Identify the types of data provided:

<b>The Scientific and Technological Knowledge</b>		
➤ Identifies the specific scientific knowledge base needed.	1 Strongly Disagree	
➤ Identifies resource scientists and specialists.	1 Strongly Disagree	
➤ Correlates the knowledge base with curricular standards.	1 Strongly Disagree	
➤ Provides links to needed resources and a URL is provided for a glossary	1 Strongly Disagree	
➤ The lesson or investigation resources help to formulate, understand, and/or use a Driving Question for inquiry.	1 Strongly Disagree	NOT EVIDENT THAT A LEADING QUESTION WAS INDEED DRIVING THE INQUIRY
➤ It is clear what the driving question(s) are.	1 Strongly Disagree	
Driving Question:		

Data Integration, Analysis and Interpretation		
➤ Defining Data Processing: The data are given, already processed, or procedure is given.	10 Strongly Agree	
➤ The analysis methods are appropriate to the purpose of the investigation and worth learning and doing	10 Strongly Agree	.
➤ Suggested tools are highly appropriate and useful for the analysis and interpretation tasks	10 Strongly Agree	
Please identify tools used: ARCVIEW MAPS AND CHARTS		
Tools for analysis: Teachers are provided with instruction in their use.	10 Strongly Agree	YES, IN PRIOR EXERCISES
Tools for analysis are accessible to teacher	2	ONLY WITH ARCVIEW
Tools for analysis are accessible to the students	2	DIITO
Expected analysis outcomes are defined clearly and completely.	1 Strongly Disagree	I DON'T RECALL OUTCOMES DEFINED PRIOR TO INQUIRY

Lesson Plans and Rubrics		
➤ Meet National And Local Curricular Objectives.	1 Strongly Disagree	
➤ Provide identifying templates for lesson plans.	10 Strongly Agree	
➤ Provide identifying guidelines for creating assessment rubrics.	1 Strongly Disagree	NOT THAT I AM AWARE OF
<p>Classroom and curriculum feasibility:</p> <p>Time</p> <p>Materials</p> <p>Logistics</p> <p>Management</p> <p>Demands on teacher</p> <p>Student skill prerequisites</p> <p>What are some other feasibility issues for this resource or lesson(s)?</p>		

Completing, Testing, Reporting and Continuing		
The lesson or investigation results in a product	10 Strongly Agree	
The outcome of the lesson or investigation is useful to a real audience.	7	
Results can be disseminated through science fairs, poster presentations, and publications.	5	
Project can be sustained through Grant Sources and Partnership opportunities at the Local, Regional and National Level	1 Strongly Disagree	NOT THAT IS IMMEDIATELY EVIDENT

Additional Comments Not Covered:

I ENJOYED THE SIMPLICITY OF THE LESSON AND HOPE TO IMPLEMENT WITH 7TH GRADE GEOGRAPHY STUDENTS STUDYING CLIMATE IMPACTS