# Constructivist Lesson Assessment Rubric

This rubric was created from a combination of concepts and principles found in the Driver-Oldham (Driver & Oldham, 1986) Constructivist Instructional Model (CIM), the Predict-Observe-Explain (POE) model (White & Gunstone, 1982) and the Conceptual Change Model (CCM) (Posner et al., 1982) as well as from general constructivism. It additionally incorporates some of the items from Unit 4’s set criteria (created by Maggie Beers and adapter by Karen Belfer).

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| Constructivist Lesson Assessment Rubric | | | | | | |
| **CRITERIA** | | **Poor** | **Fair** | **Good** | **Very Good** | **Outstan-ding** |
| **ORIENTATION** | 1. Learners are provided motivation to learn the topic. |  |  |  |  |  |
| 1. Learners are able to see why the topic is relevant to them. |  |  |  |  |  |
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| **ELICITATION** | 1. Learner’s prior knowledge is identified. |  |  |  |  |  |
| 1. Learners have the opportunity to make their ideas explicit through discussion, creation or writing. |  |  |  |  |  |
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| **RESTRUCTURING** | 1. Learners have many opportunities to explore and test their ideas. |  |  |  |  |  |
| 1. Learners are provided stimuli to develop modify and change their ideas and views. |  |  |  |  |  |
| 1. Learners are given situations where they are required to predict outcomes. |  |  |  |  |  |
| 1. Learners are able to test their predictions and explanations through accurate observations. |  |  |  |  |  |
| 1. Learners are guided to find explanations for inconsistent predictions. |  |  |  |  |  |
| 1. New concepts are meaningful and plausible for learners. |  |  |  |  |  |
| 1. Learns are able to assimilate and accommodate new knowledge. |  |  |  |  |  |
| 1. Multiple perspectives of learning materials are provided as well as multiple media used to present it. |  |  |  |  |  |
| 1. Learners have access to resources for problem solving and creating new knowledge. |  |  |  |  |  |
| 1. Learners are able to construct their own perspective or understanding of the topic/information |  |  |  |  |  |
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| **APPLICATION** | 1. Learners have the opportunity to use their new ideas in familiar and novel settings. |  |  |  |  |  |
| 1. Learners are presented a problem, project or question that has various interpretations. |  |  |  |  |  |
| 1. Learner’s new knowledge is applied and reinforced with authentic practice. |  |  |  |  |  |
| 1. Learners are able to manipulate or construct something. |  |  |  |  |  |
| 1. Learners are able to use hypermedia as a medium to construct new knowledge. |  |  |  |  |  |
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| **REVIEW** | 1. Learners have the opportunity to reflect on how their ideas have changed during the learning module. |  |  |  |  |  |
| 1. Learners evaluate the quality of the assembled content. |  |  |  |  |  |
| 1. Learners are encouraged to become self-regulatory, self mediated, and self-aware. |  |  |  |  |  |
| 1. Learners are given the opportunity to review their own and their peers learning. |  |  |  |  |  |

# References

Driver, R., and Oldham, V. (1986). A constructivist approach to curriculum development. Studies in Science Education, 13, 105-122.

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Matthews, M. R. (1994). Science Teaching. New York: Routledge, chapter 7.

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White, R. T., & Gunstone, R. F. (1992). Probing Understanding. Great Britain: Falmer Press