**Alison Baillie**

**Rubric to assess constructivist elements in grade 2 Science lesson**

1. **Not yet meeting expectations**
2. **Minimally meeting expectations**
3. **Fully meeting expectations**

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| **Constuctivist Instructional Model (CIM)** | **Score** |
| Identifies learners ideas and views – connects with prior knowledge |  |
| Provides opportunities for learners to explore and test their ideas |  |
| Provides stimuli for students to engage with, modify and possibly change their ideas |  |
| Objectives are clearly stated |  |
| **Predict – Observe – Explain (POE)** | **Score** |
| Learners have opportunity to make predictions and then explain an outcome |  |
| Opportunities to test predictions through observation |  |
| Opportunities to look at observations and reflect on predictions |  |
| Opportunities to seek additional information if predictions and explanations do not match observations |  |
| Questions and activities to further support new understanding |  |
| **Conceptual Change Model (CCM)** | **Score** |
| Opportunities for students to share their current understanding – awareness of their thinking |  |
| Reflection for students to assess thinking and determine if there is dissatisfaction between what they knew in the past and what they know now |  |
| New concepts are intelligible (meaningful) |  |
| New concepts are plausible (reasonable) |  |
| New concepts are fruitful (they are able to resolve mental conflict or dissonance for students) |  |