

## Constructivist Assessment Criteria

### Criteria Scoring Scale

2 = Fully Meeting Expectations    1 = Partially Meeting Expectations    0 = Not Meeting Expectation

<b>Construction of Knowledge</b>	<b>Score</b>	<b>Comments</b>
Are students given an opportunity to examine their own prior conceptions and relate them to new knowledge?		
Can students plan their own approach to the task, with no sequence of steps they are expected to follow?		
Do learners have access to resources for problem solving?		
Can students affect the environment in some way by constructing a product, making decisions, or manipulating parameters?		
Is multimedia used as a medium to construct knowledge?		
<b>Multiple Perspectives</b>	<b>Score</b>	<b>Comments</b>
Are there multiple perspectives provided in the final product?		
Can students work with colleagues to complete the assignment, thus bringing multiple perspectives to bear on interpretation of what was seen?		
Are students provided with opportunities for collaboration?		
<b>Process, Not Product</b>	<b>Score</b>	<b>Comments</b>
Can students work with group members to explore the multiple possible paths through the material and also keeps the focus on process?		
Are students able to make decisions about the task to complete the project and create final reports?		
<b>Situated Cognition</b>	<b>Score</b>	<b>Comments</b>
Does the learning environment support a constructivist learning strategy of question- based, project-based, or problem-based learning?		
Is the problem and representation of the problem interesting and engaging?		
Do students have access to all the contextual factors surrounding the problem described?		
Can students evaluate the quality and content of their final product?		
<b>Reflexive Cognition</b>	<b>Score</b>	<b>Comments</b>
Can students examine their personal beliefs, conceptions, and personal theories about the subject matter and learning?		
Are students able to continuously articulate the knowledge and skills they gain through the inquiry-based problem solving process?		
<b>Cognitive Apprenticeship</b>	<b>Score</b>	<b>Comments</b>
Does the process begin with the instructor modeling what is expected?		
Is the instructor available as a coach throughout the process?		
Can students rely on scaffolding as a resource for providing temporary frameworks to support his/her learning and student performance beyond their capacities?		
<b>Process-Based Evaluation</b>	<b>Score</b>	<b>Comments</b>
Does the final presentation provided students with an opportunity to articulate their knowledge and describe the approach they took to reach their conclusions?		
Can the students assume responsibility for setting their own goals, determining their own strategies, and monitoring their own learning?		

Based on the *Assessment of Constructivist Elements* originally created by Maggie Beers and adapted by Karen Belfer