

ETEC-530 Assignment#2 Assessment Rubric:

| Constructivist Principles (Driver-Oldman) | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|-----------------------|--------------|----------------|-----------------|--------------------------|
| Unit provides for Orientation | 5 | 4 | 3 | 2 | 1 |
| Unit makes effort for Elicitation from learners | 5 | 4 | 3 | 2 | 1 |
| Unit seeks Clarification | 5 | 4 | 3 | 2 | 1 |
| Unit encourages the Construction of new ideas | 5 | 4 | 3 | 2 | 1 |
| The unit contains relevant Evaluation | 5 | 4 | 3 | 2 | 1 |
| The unit promotes the Application of Ideas | 5 | 4 | 3 | 2 | 1 |
| The unit incorporates conceptual Review | 5 | 4 | 3 | 2 | 1 |

| CIM | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|-----------------------|--------------|----------------|-----------------|--------------------------|
| Prior Knowledge of the learner is considered | 5 | 4 | 3 | 2 | 1 |
| Exploration of Ideas is built into the unit | 5 | 4 | 3 | 2 | 1 |
| Stimuli is relevant and evident | 5 | 4 | 3 | 2 | 1 |
| Support for Restructuring of ideas is intentional and evident | 5 | 4 | 3 | 2 | 1 |

| POE | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|-----------------------|--------------|----------------|-----------------|--------------------------|
| Predict & Explain opportunities are clear and relevant | 5 | 4 | 3 | 2 | 1 |
| Observations require detail and analysis | 5 | 4 | 3 | 2 | 1 |
| Learners Check Observations compared to original ideas | 5 | 4 | 3 | 2 | 1 |
| Explanation Revision is driven | 5 | 4 | 3 | 2 | 1 |

| | | | | | |
|--|---|---|---|---|---|
| by activities within the unit | | | | | |
| Practice & Application are relevant and engaging | 5 | 4 | 3 | 2 | 1 |

| CCM | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|----------------|-------|---------|----------|-------------------|
| Dissatisfaction with existing concept is facilitated within the unit | 5 | 4 | 3 | 2 | 1 |
| Meaningful new concepts are generated within the unit | 5 | 4 | 3 | 2 | 1 |
| Plausible new concepts are generated within the unit | 5 | 4 | 3 | 2 | 1 |
| Fruitful new concept are generated within the unit | 5 | 4 | 3 | 2 | 1 |

Provide any additional comments:

Reference:

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

Joyce, C. (2006), Predict, Observe, Explain (POE). Assessment Resource Bank. <http://arb.nzcer.org.nz/strategies/poe.php>