**PhET’s Reflection Rubric**

**Classroom Preparation**

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☐ Computers were ready for use.

☐ Student-to-computer ratio was effective.

☐ Arrangement of classroom supported student collaboration and teacher facilitation.

**Activity Sheet**

☐ Students understood activity sheet prompts and tables.

☐ Students were guided by the activity sheet, but not distracted away from sim exploration.

☐ Students used the activity sheet to record observations.

☐ Activity Sheet avoided procedural directions on how to use the sim.

**Pre- and Post-Assessment (Optional)**

☐ Students understood the questions and prompts.

☐ Teacher was informed by students’ responses.

Reflections:

**Topic Introduction and Motivation**

☐ Students were engaged by the topic introduction.

☐ Students discussed connections to everyday life experiences, to prior learning, or to future learning.

**Sim Play Time**

**Students:**

☐ Were allowed 3-10 minutes for free exploration of the sim.

☐ Fully explored the simulation.

☐ Began asking questions (to themselves or group) about the topic.

**Teacher:**

☐ Was engaged in observing student-sim interactions.

☐ Utilized student sim use and discoveries during facilitation.

Reflections:

**During Sim Activity**

☐ The activity aligned with the learning goals.

**Students:**

☐ Read learning objectives out loud.

☐ Discussed learning objectives.

**Student ideas:**

☐ Were solicited and valued.

☐ Generated classroom discussion.

**Students had:**

☐ Time for individual/group sim exploration and sense-making. ☐ Time for classroom synthesis discussions.

☐ Control of their own (or shared) computer.

☐ Opportunities to demonstrate and/or describe relevant sim findings.

Areas for facilitation improvement:

1)

2)

3)

Standout student questions and ideas:

1)

2)

3)

Reflections:

**Students were encouraged to:**

☐ Share ideas with their partner/group.

☐ Answer their own questions through experimentation and partner/group discussion.

☐ Actively participate in group and class discussions

☐ Construct arguments while communicating with their peers.

☐ Infer from evidence found during the sim use.

☐ Discuss the nature of science (e.g. use of models).

☐ Reflect on what they learned, and the learning process.

**Teacher:**

☐ Integrated checks for understanding to inform instruction.

☐ Utilized differentiation/extension opportunities effectively.

☐ Responded to suggestions and confusions appropriately and effectively.

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