

First Author:

Activity Title:

Content Rubric: Learning Cycle Activity

Content Learning Objectives 1a. No more than three key concepts as learning objectives are stated clearly and phrased appropriately on Activity Submission Form. 1b. Activity is likely to lead students to achieve the content learning objectives. 1c. Questions in activity allow assessment of student achievement of content learning objectives.	0	1	2	3	Identify at least one strength related to the content learning objectives. Explain why it is a strength.	Identify at least one improvement related to the content learning objectives. Explain why this would be an improvement.
Content Accuracy 2a. Models and questions lead students to accurate content understanding. 2b. Models and questions help students to avoid or explicitly confront common misconceptions.	0	1	2	3	Identify at least one strength related to the content accuracy. Explain why it is a strength.	Identify at least one improvement related to the content accuracy. Explain why this would be an improvement.
Learning Cycle Structure 3a. Each model is clearly presented and is an appropriate set of data or exemplars that provides enough evidence or information to achieve intended content objectives. 3b. Exploration questions require students to engage with the model. 3c. Invention questions are sequenced to require critical thinking that leads to concept development. 3d. Application is present and extends ideas in a meaningful and logical manner.	0	1	2	3	Identify at least one strength related to the learning cycle structure. Explain why it is a strength.	Identify at least one improvement related to the learning cycle structure. Explain why this would be an improvement.
Diversity and Inclusion 4a. Models promote inclusion by choosing language (i.e. names) and graphics that are audience appropriate and accessible to diverse student populations. 4b. Questions promote inclusion by choosing language that is audience appropriate and accessible to diverse student populations.	0	1	2	3	Identify at least one strength related to diversity and inclusion. Explain why it is a strength.	Identify at least one improvement related to diversity and inclusion. Explain why this would be an improvement.
Clarity and Flow 5a. Questions are phrased clearly and are likely to elicit the intended response from students. 5b. Sequence of questions flows logically and avoids conceptual leaps, unnecessary repetition, or content unrelated to learning objectives.	0	1	2	3	Identify at least one strength related to clarity and flow. Explain why it is a strength.	Identify at least one improvement related to clarity and flow. Explain why this would be an improvement.

Assessment Key:

0 = No explicit evidence regarding this indicator.

1 = Some evidence of meeting this goal, but significant improvement needed.

2 = Satisfactory evidence of meeting this goal, but improvements would substantially improve the activity.

3 = Substantial or exemplary evidence of meeting this goal. Improvements are not essential.