Content Rubric: Lesson Evaluation 

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Project Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please complete this rubric as a self-reflection on your own teaching practices, as it relates to the project listed above. You can highlight the appropriate level of integration and content application, and add any addition comments in the box on the far right. Thank you for your participation in this project!

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Beginning** | **Developing** | **Refining** | **Expert** | **Comments** |
| **Degree of Integration** | **Single Disciplinary:**  Lesson provides opportunities for students to work on individual disciplines which are combined at the end on a superficial level. | **Multidisciplinary:**  Lesson provides opportunities for students to plan toward a common goal but work on different disciplines separately, combining them at the end to enhance each discipline. Each discipline could have been addressed separately without impacting the other discipline | **Interdisciplinary:**  Lesson provides opportunities for integration throughout, but is structured so that students work within separate disciplines. Students plan on the integration throughout, but work within separate disciplines. They could be successful in one discipline and not the other. However, when combined, the disciplines enhance each other, but are not dependent on each other for success. | **Transdisciplinary:**  Lesson requires students to work on disciplines interdependently, seeing that one discipline can*not* complete the task without the other. The lesson helps the students understand that the disciplines rely on each other to contribute to a meaningful understanding of the other in order to address their problem. |  |
| **STEM Content** | STEM content addressed is nominal and/or not connected to standards. | STEM content addressed is connected to the standards, but offers few opportunities to demonstrate understanding. | STEM content addressed is meaningfully connected to the standards, with opportunities to demonstrate understanding. | STEM content addressed provides rich opportunities for deep, meaningful, and innovative understanding of the content. That understanding can exceed grade level. |  |
| **Arts or Humanities Content (Assessing the predominant discipline)** | Arts or humanities content addressed is nominal and/or not connected to standards. | Arts or humanities content addressed is connected to the standards, but offers few opportunities to demonstrate understanding. | Arts or humanities content addressed is meaningfully connected to the standards, with opportunities to demonstrate understanding. | Arts or humanities content addressed provides rich opportunities for deep, meaningful, and innovative understanding of the content. That understanding can exceed grade level. |  |

Content Rubric: Student Evaluation 

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Code (as listed on image file): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Project Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please complete this rubric as a self-reflection on your own teaching practices, as it relates to the project listed above. You can highlight the appropriate level of integration and content application, and add any addition comments in the box on the far right. Thank you for your participation in this project!

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Beginning** | **Developing** | **Refining** | **Expert** | **Comments** |
| **Degree of Integration** | **Single Disciplinary:**  Students work on individual disciplines separately. The disciplines they could be combined at the end on a superficial level.  *(Decorating a car that they created in science class.)* | **Multidisciplinary:**  Students work on different disciplines separately and combine them at the end to enhance each discipline. The integration is not done throughout the process. Each discipline could have been addressed separately without impacting the other discipline.  *(Students create and decorate a car in separate science and art classes and combine their products at the end.)* | **Interdisciplinary:**  Students plan on the integration throughout, but work within separate disciplines. They could be successful in one discipline and not the other. However, when combined, the disciplines enhance each other, but are not dependent on each other for success.  *(Students plan in both art and science how to create an art/science car at the end. However, they work separately in each discipline toward the art/science goal.)* | **Transdisciplinary:**  Students work on disciplines interdependently, seeing that one discipline can*not* complete the task without the other. The students demonstrate comprehension that the disciplines rely on each other to contribute to a meaningful understanding of the other in order to address their problem.  *(Students create an art/science car where art thinking and concepts inform the scientific/engineering aspects of the car and the scientific/engineering aspects of the car inform the aesthetic choices. Neither could succeed without the input of the other. This is all framed around solving a given problem.)* |  |
| **STEM Content** | Student demonstrates limited understanding of STEM content knowledge. | Student demonstrates some understanding of STEM content knowledge. | Student demonstrates comprehensive grade level understanding of STEM content knowledge. | Student demonstrates deep, meaningful, and innovative understanding of STEM content knowledge that can exceed the grade level. |  |
| **Arts or**  **Humanities**  **Content (Assessing the predominant discipline)** | Student demonstrates limited understanding of Arts or Humanities content knowledge. | Student demonstrates some understanding of Arts and Humanities content knowledge. | Student demonstrates comprehensive grade level understanding of Arts or Humanities content knowledge. | Student demonstrates deep understanding of Art and Humanities content knowledge, which can exceed the grade level. |  |