

**Texas Regional Collaboratives for Excellence in Science Teaching  
5E Lesson Evaluation Rubric**

Name of Lesson: \_\_\_\_\_

Name of Collaborative/Writer: \_\_\_\_\_

Indicator	Rating
<b>Standards-based</b>	
1. <input type="checkbox"/> TEKS are noted.	<input type="checkbox"/> <b>Needs Improvement</b> Reflects few descriptors
2. <input type="checkbox"/> TEKS are clearly achievable from lesson completion.	<input type="checkbox"/> <b>Satisfactory</b> Reflects a majority of descriptors
3. <input type="checkbox"/> Lesson objectives are performance based.*	
4. <input type="checkbox"/> All lesson activities are clearly aligned with student understanding of concept.	<input type="checkbox"/> <b>Accomplished</b> Highly reflective of a majority of descriptors
5. <input type="checkbox"/> Science content is accurate.	
6. <input type="checkbox"/> Content is appropriate for TEKS noted.	<input type="checkbox"/> <b>Exemplary</b> Highly reflective of all descriptors
7. <input type="checkbox"/> Content effectively counters common student misconceptions about topic.	
<b>Reproducibility</b>	
1. <input type="checkbox"/> Necessary resources are specifically articulated.	<input type="checkbox"/> <b>Needs Improvement</b> Reflects few descriptors
2. <input type="checkbox"/> Grade level specified.	<input type="checkbox"/> <b>Satisfactory</b> Reflects a majority of descriptors
3. <input type="checkbox"/> Detailed explanation that guides novice teacher through student experience.	
4. <input type="checkbox"/> Easily obtainable materials.	<input type="checkbox"/> <b>Accomplished</b> Highly reflective of a majority of descriptors
5. <input type="checkbox"/> Distribution of lesson will not violate copyright restrictions.	
	<input type="checkbox"/> <b>Exemplary</b> Highly reflective of all descriptors

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<b>5E Inquiry Model</b>	
<b>1. Engagement</b> a. <input type="checkbox"/> Captures student interest. b. <input type="checkbox"/> Taps into what students know or think about the topic. c. <input type="checkbox"/> Raises questions and encourages responses.	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary
<b>2. Exploration</b> a. <input type="checkbox"/> Hands-on/minds-on activities prior to technical explanations. b. <input type="checkbox"/> Focus is on student observation and interaction with materials and each other.	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary
<b>3. Explanation</b> a. <input type="checkbox"/> Emphasis is on student rather than teacher explanation. b. <input type="checkbox"/> Students connect explanations to evidence. c. <input type="checkbox"/> Teacher encourages students to explain observations in their own words before connecting experiences to appropriate scientific terminology.	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary
<b>4. Elaboration</b> a. <input type="checkbox"/> Multiple or varied opportunities for students to apply newly learned concept. b. <input type="checkbox"/> Students utilize newly learned terms and definitions in a new context.	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary
<b>5. Evaluation</b> a. <input type="checkbox"/> Students demonstrate an understanding of cited TEKS and performance objectives. b. <input type="checkbox"/> Methods for evaluating student <u>progress</u> toward objectives are evident <u>throughout</u> the lesson. c. <input type="checkbox"/> Evaluation assists teachers in <u>diagnosing what students know</u> as well as what they don't know.	<input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary

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<b>Questioning Strategies</b>	
1. <input type="checkbox"/> Lesson includes suggested questions teachers can use to guide inquiry. 2. <input type="checkbox"/> Lesson includes possible questions students may be asking at various stages of concept development. 3. <input type="checkbox"/> Questions reflect a variety of levels of understanding from knowledge to synthesis. 4. <input type="checkbox"/> Questions included that require students to justify explanations.	<input type="checkbox"/> <b>Needs Improvement</b> Reflects few descriptors
	<input type="checkbox"/> <b>Satisfactory</b> Reflects a majority of descriptors
	<input type="checkbox"/> <b>Accomplished</b> Highly reflective of a majority of descriptors
	<input type="checkbox"/> <b>Exemplary</b> Highly reflective of all descriptors

\*Performance based objectives indicate **how** a student will demonstrate new knowledge using such terms as observe, classify, identify, predict, compare, summarize, describe, analyze, measure, give examples, and draw conclusions.

**Reviewer Comments and Recommendation:**