

This rubric guides the process of writing, reviewing, and refining instructional materials such that they have strong process-oriented and guided-inquiry characteristics. This assessment pertains only to the written description of the activity and not to how an instructor might facilitate its use. The rating for each indicator should specify the extent to which evidence can be found for that indicator in the instructional activity. Another interpretation is that the rating indicates the quality with which this activity exhibits each indicator.

The rating scale:

- 0 No explicit evidence regarding this indicator. Equivalent to a “No” on the Screening Rubric.
- 1 Some evidence of meeting expectation, but significant improvement needed.
- 2 Satisfactory evidence of meeting expectation, and improvements should be considered.
- 3 Substantial or exemplary evidence of meeting expectation. Improvements not essential.

In order for an instructional activity to be a good representation of process-oriented, guided-inquiry learning, it is expected that all quality indicators will be rated 2 or 3.

In some cases, it may be more appropriate to review a set of activities instead of a single activity to get a full sense of the material.

One way to learn how to use this rubric would be for two or more reviewers to analyze several sets of materials that are in development (and thus may be less than ideal). Discussing the points of similarity or dissimilarity between reviewers helps define the meaning of the rubric categories.

- 0 No explicit evidence regarding this indicator. Equivalent to a “0” on the Screening Rubric.
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	QUALITY INDICATORS	0	1	2	3	Rationale for rating. Suggested improvements. Other comments.
0	Template Follows accepted ANA-POGIL template					
1	Objectives Content learning objectives are expressed in a way that provides a <i>focus for determining whether they have been achieved</i> , and without simply listing new or unfamiliar terms.					
2	Objectives Process learning objectives are expressed in a way that provides a <i>focus for determining whether they have been achieved</i> .					
3	Objectives The content objectives (stated or inferred) are constrained to <i>no more than three key concepts</i> .					
4	Objectives The activity is likely to <i>lead to the accomplishment</i> of the process and content objectives.					
5	Structure There is a clear <i>learning cycle structure</i> of exploration, critical thinking leading to concept development, and application or practice of that concept.					
6	Structure Sufficient structure is provided in the written materials so that students are likely to be able to work through the activity <i>with minimal intervention</i> by facilitator.					
7	Structure The instructions provided to students <i>cue</i> them to <i>work collaboratively</i> .					

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	QUALITY INDICATORS	0	1	2	3	Rationale for rating. Suggested improvements. Other comments.
8	Exploration Questions engage students in developing a <i>shared description</i> of the model provided for exploration.					
9	Exploration Model being explored constitute a <i>reliable set of data or exemplars</i> that give students enough evidence from which to develop clear inferences.					
10	Critical thinking Questions are <i>sequenced in a logical manner</i> that facilitates <i>building up</i> of the concepts of interest and <i>avoids conceptual leaps</i> .					
11	Critical thinking Questions engage students in <i>interpreting, synthesizing, predicting, or explaining</i> the results of the exploration, and in <i>producing a written articulation</i> of those understandings.					
12	Critical thinking There is a <i>feedback loop</i> that lets students identify if they have come to the correct conclusions or developed appropriate skills.					
13	Concept Invention or Labeling There is a <i>point</i> at which a synthesis or organization of previous thinking guides students to some <i>central idea</i> .					
14	Application Materials provide applications or practice that <i>extend the central idea in a meaningful and logical manner</i> .					
15	Self-assessment Students assess what they have learned in terms of content.					
16	Self-assessment Students assess what they have learned in terms of cognitive process skills and/or group process skills.					

What are the strengths of this activity in developing the objectives? Explain why they are strengths.

How could this activity be improved for developing the objectives? Be specific in your suggestions and explain why they would be improvements.

What are the strengths of this activity in terms of structure and clarity? Explain why they are strengths.

How could the structure and clarity be improved? Be specific in your suggestions and explain why they would be improvements.