

Initial Screening Rubric, Version 6 Oct 2007 Chris Bauer, Renee Cole, Karen Anderson

This rubric guides initial review of an instructional activity to determine how well the activity supports process-oriented and guided-inquiry learning. The review pertains only to the written description of the activity and not to how an instructor might facilitate its use. A “yes” response should indicate that evidence for that characteristic can be found in the instructional activity itself. The evidence must be explicit, i.e. reviewers should not assume that an instructor using the activity will provide anything that seems to be missing. If no explicit evidence can be found, then a “no” response is appropriate. If evidence is found, then a “yes” response is appropriate, irrespective of the perceived quality of that characteristic. The Initial Screening Rubric Guide elaborates on the meaning of each item.

	ESSENTIAL CHARACTERISTICS	Yes	No	Comments --
1	Independent of the instructor, students are expected to explore or study something – data, equations, diagrams, text, graphics, processes, methods, hands-on activities, etc. Some authors refer to this as “the model”.			
2	This exploration is the first task in the activity regarding a new topic.			
3	Students are expected to articulate and record explanations.			
4	The activity is structured to build towards a central idea.			
5	Students are expected to engage in practice or application of developing ideas.			
6	Students are expected to process information (describe, summarize, calculate, transform data to another representation).			
7	Students are expected to engage in problem solving or critical thinking tasks.			
8	In the body of the written materials, students are cued to share or interact with each other.			
9	Students are expected to assess what they have learned from the activity in terms of either process or content.			