Guidelines for Assessing Inquiry-based Lesson Plans

Please go through each of the rubric categories and **identify to what extent the learning design corresponds to this (where 1 = not at all and 5 = completely).** For each item, you can add comments. Please make sure that you **include fair, encouraging and helpful feedback that allows the author of the design to improve their design.** Also, make sure that you consider the context of where the design will be implemented.

The following Assessment guidelines are partly based on developed by the Fibonacci project [1].

Instructional practices	Level					Comments
	1	2	3	4	5	
General						
The lesson plan is definitely an inquiry-based lesson and/or utilizes at least 1 of the methods presented in this MOOC (e.g. writing to learn activities, the Notebook of Experience, Philosophy for Children, the Experimenter Report – or a more general IBSE activity).					x	Lesson plan is in an inquiry-based lesson. Lesson plan has all necessary elements.
The lesson plan is clear, easy to understand and concise in its manner.					x	Lesson plan is excellent. All phases are well elaborated.
The lesson plan is well aligned with its learning outcomes: activities and assessment clearly link with the defined learning outcomes and allow the teacher to determine by the end of the lesson(s) if the objectives have been achieved.					x	Activities and assessment link with the defined learning outcomes.
The lesson plan includes a good mix between inquiry, scaffolding for learning and hands-on tasks where appropriate. There is a good mix of activities used and none of the activities take up more than 35% of the time (see the Learning Designer pie chart for this).					x	Lesson plan contains various activities and and the time is well-arranged.
The learning design shows that students are offered regular, structured and authentic feedback to improve the quality of their work.				x		It should be made clearer how the teacher communicates with the students during the first two phases of the work.
Real-world connections						
The starting point of the lesson stimulates curiosity. For example, it is an activity for a science lesson that relates to an expedition in the wild.					x	Lesson plan stimulates curiosity. The topic is very interesting for the students.
The learning is embedded in real world contexts (the task is connected to students' lives) and the activities allow students to understand how the procedures they learn are applied in real-life situations. For example, a chemistry activity that utilizes everyday materials, which can be found at home.					x	The theme is related to real life contexts.

[1] Borda-Carulla, S., & Harmen, W. (2012). Tools for Enhancing Inquiry in Science Education. Available at: www.fibnacci-project.eu

Inquiry						
The teacher facilitates students' development by allowing them to explore and develop their own ideas and ask questions about the task at hand.				x		Students have the opportunity to research and develop their own ideas. It should be added how they communicate with the teacher during work.
Students are encouraged to carry out an investigation. For example, they are actively involved in collecting information (either from real objects or from secondary sources such as books, posters, websites).					x	Student are totally involved in collecting information and independent in research work.
Students are encouraged to draw conclusions, check their results, compare results with predictions and document their progress.					x	Students have the opportunity to express their different attitudes.
Collaboration						
The instruction time is well balanced between whole group and small group instruction, including a good mixture between individual and team work.					x	Various activities are alternated.
The lesson includes group discussions, in which pupils can freely express their thoughts and ask questions.					x	The lesson plan includes group discussions.
Documentation						
The lesson makes sure that observation and data are recorded and collected in a systematic way.					x	Students have the task of documenting all phases of their research in different ways and it is completely correct.
Students are encouraged to present their findings to the class.					x	Students have the opportunity to present results in several ways. It's supported.
Evaluation						
The lesson plan clearly indicates that the class has a chance to evaluate the inquiry activity together.					x	At the end of the research, the students discuss the results together, which is completely correct.