	Limited Proficiency (1 - 5 pts)	Developing Proficiency (4-6 pts)	Proficient (7-8 pts)	Exemplary (9-10 pts)
Title and Driving Question/ Challenge (1.000, 9.1%) InTASC 2017 5b	A title is included. Driving question/ challenge is provided.	A succinct title is included. Driving question/challenge aligns to LA/NGSS.	Title is included, is succinct, and describes the cycle of instruction. Driving question/challenge aligns to LA /NGSS standards and is open-ended.	Title is included, is succinct, and thoroughly describes the cycle of instruction. Driving question/ challenge aligns to LA/NGSS standards, is open-ended, and refers to a real-world problem or challenge authentic to the student(s).
Alignment with other Subjects /Disciplines (1.000, 9.1%) InTASC 2017 8	The candidate states that the PBL cycle of instruction aligns to one other subject.	The candidate explains how the PBL cycle of instruction aligns to one other subject.	The candidate correctly explains how the PBL cycle of instruction aligns to one other subject.	Candidate correctly explains how the PBL cycle of instruction aligns to two or more other subjects. (10)
NGSS/LA/ Standards (1.000, 9.1%) InTASC 2017 6r	One LA/NGSS or NSTA elementary level science standard is included.	One LA/NGSS or NSTA elementary level science standard is included. One CCC is stated that fully aligns with the cycle of instruction.	One LA/NGSS elementary level science standard is included that adequately aligns with the cycle of instruction. One CCC is stated that fully aligns with the cycle of instruction.	Two or more LA/NGSS elementary level science standards are stated that fully align with the cycle of instruction. One or more CCCs are stated that fully align with the cycle of instruction.

	Limited Proficiency (1-3 pts.)	Developing Proficiency (2.000 pts)	Proficient (4-5 pts.)	Exemplary
Contextual Factors: School Student Body (1.00, 9.1%) InTASC 2017 2	Candidate includes student body contextual factors.	NA	Contextual factors of the school's student body are present to include % enrollment, % gender, % ethnicity, % minority, % ELL proficient, % ELL limited, % economically disadvantaged. 5	NA
Contextual Factors: Class InTASC 2017 2	Candidate includes contextual factors for one class population.	NA	Contextual factors of one class population are present to include % enrollment, % gender, % ethnicity, % minority, % ELL proficient, % ELL limited, % economically disadvantaged. 5	NA
Teacher/Principal Demographics InTASC 2017 2	Candidate provides demographic elements for teacher and principal.	NA	Candidate includes gender, ethnicity, ELL proficiency level, and economically disadvantaged status for both one teacher and the principal. 5	NA
Narrative Answers to 3 Questions InTASC 2017 2	Candidate provides answers for questions pertaining to the impact of teacher and principal demographics on students.	Candidate provides narrative answers to questions that pertain to the impact of teacher and principal demographics on students.	Candidate provides narrative answers to all three questions pertaining to the impact of teacher and principal demographics on students with evidence-based references.	Candidate provides reflective narrative answers to all three questions pertaining to the impact of teacher and principal demographics on students with evidence-based references. 5

	Limited Proficiency (1 - 5 pts)	Developing Proficiency (4-6 pts)	Proficient (7-8 pts)	Exemplary (9-10 pts)
Student Learning Goals (1.000, 9.1%) InTASC 2017 7	Candidate includes one student learning goal for the cycle of instruction.	Candidate includes one student learning goal for the cycle of instruction. Learning goal aligns with most aspects of the cycle of instruction. Goal adequately delineates the intended purpose and desired outcomes of the cycle of instruction.	Candidate includes two student learning goals for the cycle of instruction. Learning goals align with all aspects of the cycle of instruction and are broader and more generalized than the stated objectives. Goals adequately delineate the intended purpose and desired outcomes of the cycle of instruction.	Candidate clearly states more than two student learning goals for the cycle of instruction. Learning goals align with all aspects of the cycle of instruction and are more generalized than the stated objectives. Goals fully delineate the intended purpose and desired outcomes of the cycle of instruction.
Standards-Based Objectives (1.000, 9.1%) CAEP 2022. RI.1 InTASC 2017 6r	Objective(s) are included.	Two learning objectives are included that align with stated standards.	Two learning objectives are correctly and logically aligned with stated standards in content. Each objective is classified to Bloom's levels and is directly learned through discovery learning. Objectives are correctly written with audience, behavior, criterion, degree present.	More than two learning objectives are included that are correctly and logically aligned with stated standards. Each objective is correctly classified to Bloom's level and is directly learned through discovery learning. Objectives are correctly written with audience, behavior, criterion, degree present, and accurately depict the lesson.

	Limited Proficiency (1-3 pt.)	Developing Proficiency (4-6 pts)	Proficient (7-8 pts)	Exemplary (9-10 pts)
Motivation (Introduction of Problem/ Project) (1.000, 9.1%) CAEP 2013 1 1.5 InTASC 2017 3i	Candidate lists motivational ideas/ strategies that would serve to improve student engagement with the problem/project.	Candidate lists and describes motivational ideas/ Strategies. Motivational strategies are evident in the Engage portion of the lesson.	Candidate lists and describes motivational ideas/ strategies and presents a rational for why they serve to improve student engagement with the problem/project. Motivational strategies are evident in the Engage portion of the lesson.	Candidate lists and describes specific motivational ideas/ strategies and presents a thoughtful and comprehensive rational for how they serve to improve student engagement with the problem/project. Motivational strategies are especially evident in the Engage portion of the lesson
Purpose (1.000, 9.1%) CAEP 2022 RI.3 InTASC 2017 6b	Candidate provides either a purpose for the cycle of instruction OR an explanation of the cycle's appropriateness to the content OR the developmental levels of all students. (1)	Candidate provides a purpose of the cycle of instruction and either provides an explanation of the cycle's appropriateness to the content OR to the developmental levels of all students.	Candidate provides a (1-2 pages) purpose for the cycle of instruction and includes an explanation of the cycle's appropriateness to both the content and the developmental levels of all students.	Candidate provides a detailed (1-2 pages) purpose for the cycle of instruction and includes a detailed explanation of the cycle's appropriateness to both the content and the developmental levels of all students.

	Limited Proficiency (1- 5 pt.)	Developing Proficiency (6-10 pts)	Proficient (11-16 pts)	Exemplary (17-20 pts)
5E Lesson Plans (1.00, 9.1%) InTASC 2017 7 CAEP 2022 RI-3	Candidate includes 1 5E lesson plan. Explain includes specific content to be addressed.	Candidate includes 1 5E lesson plan that included all 5Es: Engage, Explore, Explain, Elaborate, Evaluate. Either the Explore or the Elaborate are interactive (hands-on, students manipulate materials) activities. Explain includes specific content to be addressed and includes developmentally appropriate vocabulary.	Candidate includes 2 5E lesson plans consisting of all 5Es: Engage, Explore, Explain, Elaborate, Evaluate. Both the Explore and Elaborate are interactive (hands-on, students manipulate materials), collaborative, and content rich activities. Explain includes specific content to be addressed and developmentally appropriate vocabulary and definitions. Each lesson plan aligns with objectives, standards and assessments.	Candidate includes more than 2 comprehensive, well developed 5E lesson plans that include all 5Es: Engage, Explore, Explain, Elaborate, Evaluate. Both the Explore and Elaborate are interactive (hands-on activities in which students manipulate materials) and are collaborative and content rich. Explain includes specific content to be addressed and developmentally appropriate vocabulary and definitions. Each lesson plan fully aligns with named objectives, standards and assessments.

	Limited Proficiency (1 - 3 pt.)	Developing Proficiency (4-6 pts)	Proficient (6-7 pts)	Exemplary (8-10 pts)
Instructional Strategies (1.000, 9.1%) CAEP 2022 R1.3 InTASC 2017 8.h	Candidate provides a limited description of instructional procedures included in the cycle of instruction.	Candidate provides a description of instructional procedures that meet the stated objectives for the lessons that are the focus of the cycle of instruction. At least one strategy was cooperative.	Candidate provides a description of appropriate content-related instructional procedures that meet the stated objectives for the lessons that are the focus of this cycle of instruction with reflective opportunities given. Candidate presents a rationale for why strategies were chosen. At least one strategy was cooperative.	Candidate provides a clear description of multiple varied, appropriate content-related instructional procedures that meet the stated objectives for the lessons that are the focus of this cycle of instruction with several student reflective opportunities provided. Candidate presents a thoughtful rational for why strategies were chosen. At least one strategy was cooperative.

Materials (1.000, 9.1%) CAEP 2022. RI.1 InTASC 2017 7.b	Candidate lists some of the instructional materials needed for strategies identified.	Candidate lists instructional materials needed for content related strategies aligned to stated objectives. Some documents/links included.	Candidate lists and describes the majority of the instructional materials needed for appropriate content related strategies aligned to stated objectives and appropriate to subject/grade level. Actual documents/links included for all.	Candidate lists and clearly describes all of the instructional materials needed for appropriate content related strategies clearly aligned to the stated objectives and appropriate to subject and grade level. Actual documents or links are included for all handouts, assessments, etc.

	Limited Proficiency (0-1 pt.)	Developing Proficiency (2 pts)	Proficient (3 pts)	Exemplary (4-5pts)
Safety Consideration (1.000, 9.1%) NSTA 4a, 4b, 4c InTASC 2017 3.a	Candidate includes a safety rule or a safety precaution.	Candidate includes one appropriate science safety rule and one appropriate science safety precaution that align with the unit.	Candidate includes two appropriate science safety rules and two appropriate science safety precautions that align with the cycle of instruction.	Candidate includes two or more appropriate science safety rules and at least two appropriate science safety precautions that align with the cycle of instruction.

Grouping/Cooperative Learning InTASC 2017 3.b				Candidate identifies multiple (3 or more) strategies and activities incorporating small and whole group learning opportunities. Candidate describes (in detail) and provides a rationale for each strategy based upon theory or research of student success.

	Limited Proficiency (1 -3 pt.)	Developing Proficiency (4-5 pts)	Proficient (6-7 pts)	Exemplary (8-10pts)

Accommodation for Differentiating (1.000, 9.1%) CAEP 2022 1 R1.2 InTASC 2017 7.b	A description of less than two differentiation strategies was included.	A description of two differentiation strategies addressing individual needs of students was included.	A description of at least three differentiation strategies addressing the individual needs of students as described in the contextual factors was included.	A clear, logical description of at least three differentiation strategies that are designed to specifically meet the individual needs of students described in the contextual factors with examples of specific scaffolding techniques were given.

	Limited Proficiency (1- 5 pt.)	Developing Proficiency (6-10 pts)	Proficient (11-16 pts)	Exemplary (17-20 pts)

Formative and Summative Assessment/ Product/ Project Plan (1.000, 9.1%) CAEP Accreditation InTASC 2017 6.a	Candidate names and describes one assessment.	Candidate provides copies of or links to one formative and one summative assessment. One of the assessments is identified as a pre/ post measure. One opportunity for student self-assessment is Included.	Candidate names, describes and provides copies of or links to two formative and two summative assessments that align with student learning goals, objectives, and standards and contain accommodations for special needs students. Assessments are correctly classified to identified levels of Bloom and align with the named content standards. One of the measures is identified as pre/ post. One opportunity for student self-assessment is included.	Candidate names, describes, and provides copies of or links to three or more well-designed formative and two well-designed summative assessment measures that align to the named student learning goals, objectives, and standards and include accommodations for special needs students. Assessments are well-cr

| | | | | afted and correctly classified to identified levels of Bloom and align with the named content standards.

One of the summative measures is identified for pre/post use.

At least one opportunity for student self-assessment is included. |
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	Limited Proficiency (1- 5 pt.)	Developing Proficiency (6-10 pts)	Proficient (11-16 pts)	Exemplary (17-20 pts)
Data Analysis Evaluating (1.000, 9.1%) InTASC 2017 9.l	Candidate includes a data analysis of student performance.	Candidate includes: (1) A list of students' grades/ performance levels taken from the pre/post summative assessment (fictional). (2) A graph illustrating student performance (fictional grades) on the pre/post summative assessment. (3) A table to report mean, median, mode, and max and min scores for the class on a summative assessment. (4) Textual analysis of one student's pre/post performance. (5) A narrative explanation of class performance across all assessments, including the self-assessment. (6) A reflection on whether or not students met the learning goals and how the lesson might be improved.	Candidate includes: (1) A list of 25 students' grades/ performance levels taken from the pre/post summative assessment (fictional). (2) A labeled graph (line or bar) illustrating student performance (fictional grades) on the pre- vs. post- summative assessment. (3) A labeled table to report mean, median, mode, and max and min scores for the class on same or different summative measure is present. Calculations are correct. (4) Textual analysis of one student's pre/post performance and includes whether or not the student met the learning goals. (5) Narrative explanation of class performance across all assessments, including the self-assessment. (6) A reflection on whether or not students met the learning goals and how the lesson might be improved is included	Candidate includes: (1) A list of 25 students' grades/performance levels taken from the pre/post summative assessment (fictional) (2) A computer-generated, correctly labeled graph (line or bar) that illustrates student performance (fictional grades) on the pre- vs. the post-summative assessment. (3) A correctly labeled table to report mean, median, mode, and max and min scores for the class on same or another summative assessment. Calculations are correct. (4) Thorough textual analysis of one fictional student's pre/post performance and indication of student success with prescribed learning goals. (5) A thorough narrative explanation of performance of class across summative, formative, and self-assessment

			along with specific scaffolding measures.	measures. (6) A reflection on whether students met the learning goals and how the lesson might be improved, which includes specific scaffolding measures for a variety of identified special needs.

	Limited Proficiency (0-1 pt.)	Developing Proficiency (2 pts)	Proficient (3 pts)	Exemplary (4-5pts)
Technology Utilized Displaying 21st Century Information Skills (1.000, 9.1%) InTASC 2017 6.i	Candidate identifies one type of technology used by the candidate in lesson planning or instruction OR one type used by students.	Candidate lists one type of technology used by candidate during planning or instruction and one type used by students.	Candidate lists and describes two types of technology used by candidate during planning or instruction and one type of technology used by students that display 21st Century Information Skills. Technology listed is not videos, document cameras, etc., but involves computers.	Candidate lists and describes more than two types of technology used by candidate during planning or instruction and one type of technology used by students that display 21st Century Information Skills. Technology listed is not videos, document cameras, etc., but involves computers.
Direction Set/Student Work Samples				Candidate supplies a set of project guidelines/directions for students to follow as they work through their project/problem. All components are present. Student work samples are

				attached or linked.
				Total Score: /200