

Phenomenon Submission Rubric

Submission Title:

Submitted By:

Reviewed By:

Reviewed By:

	Needs Work	Good	Excellent
Clarity of phenomenon	<input type="checkbox"/> It is not clear what the targeted phenomenon is by viewing submitted media. Phenomenon may be unsuitable for capture.	<input type="checkbox"/> Phenomenon may be unclear but clarity could be improved by capturing it in another way or format.	<input type="checkbox"/> Phenomenon is capturable and can clearly be determined by viewing submitted media.
Feedback:			
Extent to which phenomenon inspires questioning	<input type="checkbox"/> Phenomenon does not inspire questioning. Anticipating what students would notice or wonder is difficult.	<input type="checkbox"/> Phenomenon would generate some questions among students. Adjusting how the phenomenon is presented could inspire more questioning.	<input type="checkbox"/> Phenomenon easily lends itself to questioning. Anticipating what students will notice and wonder about the phenomenon can easily be determined.
Feedback:			
Connection to standards	<input type="checkbox"/> Phenomenon does not connect to the identified standard(s), either directly or indirectly.	<input type="checkbox"/> There is an indirect connection between the phenomenon and the identified standard(s).	<input type="checkbox"/> Phenomenon is clearly and directly connected to the identified standard(s).
Feedback:			
Appropriateness of driving/anchoring questions	<input type="checkbox"/> Provided questions unrelated to phenomenon and provide an unclear path towards achieving the identified standard. Questions are too simplistic or require little investigation.	<input type="checkbox"/> Provided questions are related to the phenomenon, but could be improved. The questions could be more tightly aligned to the standard(s).	<input type="checkbox"/> Provided questions are thought provoking, directly relate to the phenomenon, and will help meet the identified standard.
Feedback:			
Support for student success	<input type="checkbox"/> Provided classroom activities are vague and do not provide the necessary support for students to complete their investigations and answer the driving/anchoring questions.	<input type="checkbox"/> Provided classroom activities could be improved so they provide better support for student investigations and answering the driving/anchoring questions.	<input type="checkbox"/> Provided classroom activities provide clear, specific, and strong support for students to complete their investigation of the phenomenon and answer the driving/anchoring questions.
Feedback:			
Connection to Iowa	<input type="checkbox"/> Phenomenon has no apparent connection to Iowa.	<input type="checkbox"/> Indirect connection to Iowa, or phenomenon may be more general and experienced by anyone anywhere.	<input type="checkbox"/> Direct connection to Iowa. Phenomenon could be personally experienced by local Iowa students.
Feedback:			
Media quality and originality	<input type="checkbox"/> Quality of video, audio, and/or images is low and makes it difficult to understand what phenomenon is being shared. Unoriginal media may be copyrighted and unsuitable for sharing/reuse.	<input type="checkbox"/> Quality of video, audio, and/or images is average but does not affect whether the phenomenon can be understood. Video is captured in portrait orientation. Media is original or has the appropriate license for sharing/reuse.	<input type="checkbox"/> Quality of video, audio, and/or images is high. Video is captured in landscape orientation. Media is original or has the appropriate license for sharing/reuse.
Feedback:			
Overall feedback:			Meets all copyright requirements?
			Review Result