



Phenomenon Submission Rubric

Submission Title: _____ Submitted By: _____ Reviewed By: _____

Reviewed By: _____

Needs Work **Good** **Excellent**

Phenomena Description	<input type="checkbox"/> Description does not connect with or relate to the science or standards. The focus of the phenomena cannot be determined.	<input type="checkbox"/> Description relates to the selected standard or science, but could be improved to connect with both. The description lacks clarity regarding the focus of the phenomena.	<input type="checkbox"/> Description is a literal explanation of the phenomena as it relates to the selected standard and science. The focus of the phenomena is clearly communicated.
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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.	<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 appropriate orientation.	<input type="checkbox"/> Quality of video, audio, and/or images is high. Video is captured in landscape orientation.
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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.
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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).
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Feedback:

Appropriateness of driving question	<input type="checkbox"/> Provided question unrelated to phenomenon and provide an unclear path towards achieving the identified standard. Question are too simplistic or require little investigation.	<input type="checkbox"/> Provided question related to the phenomenon, but could be improved. The questions could be more tightly aligned to the standard(s).	<input type="checkbox"/> Provided question directly relate to the phenomenon, and will help meet the identified standard(s).
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Feedback:

	Needs Work	Good	Excellent
Appropriateness of probing questions	<input type="checkbox"/> Provided questions unrelated to phenomenon, are too simplistic/closed and/or require little investigation.	<input type="checkbox"/> Provided questions are related to the phenomenon, but could be improved.	<input type="checkbox"/> Provided questions are thought provoking and will elicit rich discussion or investigation.

Feedback:

Classroom Suggestions	<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/probing questions.	<input type="checkbox"/> Provided classroom activities could be improved so they provide better support for student investigations and answering the driving/probing 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/probing questions.
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Feedback:

Relevant Related Resources	<input type="checkbox"/> Fewer than two resources included. Both related resources are not classroom appropriate and/or the description is unclear. Connection related to support for the phenomenon is unclear.	<input type="checkbox"/> One but not both related resources are classroom appropriate and provides a description that supports ease of teacher use and understanding. Connection related to support for the phenomenon could be improved with additional clarity or description.	<input type="checkbox"/> Both related resources are classroom appropriate and provides a description that supports ease of teacher use and understanding. Clear connection related to support for the phenomenon.
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Feedback:

Relation 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.
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Feedback:

Overall feedback:

Meets all copyright requirements?
Review Result