

Evaluation Criteria for D’Alice Marsh’s Science 10 Lesson on Plate Tectonics: Evidence for Continental Drift					
		Does Not Yet Meet Expectations	Approaching Expectations	Meets Expectations	Exceeding Expectations
Instructional Design	The learner is given the opportunity to identify their own previous knowledge				
	Learners are able to access a variety of resources (media) to help them gather (and learn) information				
	Learners are able to participate in the learning process with other students				
	Learners are able to construct their own knowledge				
	Learning process is student-centred				
Predict, Observe, Explain Model (POE)	Learners are asked to make predictions based on their previous knowledge				
	Learners are asked to make observations and to develop their own theories				
	Learners are asked to reflect on and to explain the information they have just learned				
	Learners are asked to share their knowledge with their peers				
Cognitive Apprenticeship	The lesson is scaffolded, allowing the learners to outperform and build on prior knowledge				
	Learners are provided with guidance and support from the instructor, at an appropriate level for their grade				
Multiple Perspectives	Learners are able to exchange ideas with their peers				
	Learners are able to collaborate with their peers				
	Learners are able to reconstruct their own knowledge based on discussions with their peers				
Presentation	Learners are able to navigate the class website with ease.				
	The class website is organized. Information and activities are able to be followed with little difficulty.				