

RUBRIC FOR EVALUATING INTEGRATED CURRICULUM

Project topic: _____

Rating scale 4 = Strong 3 = Adequate 2 = Weak 1 = No evidence

NATIONAL STANDARDS IN SCIENCE ARE FOLLOWED (FOR GRADES 5–8)

- 4.3.2.1 • The activities support unifying concepts and processes (systems, order, and organization; evidence, models, and explanation; constancy, change, and measurement; evolution and equilibrium; and form and function).
- 4.3.2.1 • The activities support scientific inquiry (abilities to do scientific inquiry and understand scientific inquiry).
- 4.3.2.1 • The activities develop understanding in physical science (properties and changes of properties in matter; motions and forces; and transfer of energy), life science (structure and function in living systems; reproduction and heredity; regulation and behavior; populations and ecosystems; diversity and adaptations of organisms), and/or earth-space science (structure of the earth system; earth's history; and earth in the solar system).
- 4.3.2.1 • The activities connect science with technology (students have understandings about science and technology, and they have abilities of technological design).
- 4.3.2.1 • Science is presented as it relates to personal and societal perspectives (personal health; populations, resources, and environments; natural hazards; risks and benefits; and science and technology in society).
- 4.3.2.1 • The history and nature of science are presented to students (science as a human endeavor, nature of science, and history of science).

NATIONAL STANDARDS IN MATHEMATICS ARE FOLLOWED

- 4.3.2.1 • The activities support mathematical communications.
- 4.3.2.1 • The activities support mathematical connections.
- 4.3.2.1 • The activities support mathematical problem solving.
- 4.3.2.1 • The activities support mathematical reasoning.

NATIONAL STANDARDS IN LANGUAGE ARTS/READING ARE FOLLOWED

- 4.3.2.1 • Students have opportunities to read a variety of print and nonprint materials.
- 4.3.2.1 • Students are able to write for a variety of purposes.
- 4.3.2.1 • Students are able to adjust their spoken language for a variety of audiences.
- 4.3.2.1 • Students use the language arts—reading, writing, listening, and speaking—to nurture their learning through research.

NATIONAL STANDARDS IN SOCIAL STUDIES ARE FOLLOWED

- 4.3.2.1 • The activities provide for the study of culture and cultural diversity.
- 4.3.2.1 • The activities provide for the study of time, continuity, and change.
- 4.3.2.1 • The activities provide for the study of people, places, and environments.
- 4.3.2.1 • The activities provide for the study of individual development and identity.
- 4.3.2.1 • The activities provide for the study of individuals, groups, and institutions.
- 4.3.2.1 • The activities provide for the study of power, authority, and governance.
- 4.3.2.1 • The activities provide for the study of production, distribution, and consumption.
- 4.3.2.1 • The activities provide for the study of science, technology, and society.
- 4.3.2.1 • The activities provide for the study of global connections.
- 4.3.2.1 • The activities provide for the study of civic ideas and practices.

LESSONS INCLUDE CONNECTIONS ACROSS THE CURRICULUM

- 4.3.2.1 • The lessons integrate science, mathematics, social studies, and/or language arts.
- 4.3.2.1 • The learning of concepts and skills is enhanced because of the connections made across the curriculum.
- 4.3.2.1 • The unit allows students to see one subject from the viewpoint of another subject (multiple perspectives).

Source: This rubric is modified from various professional standards (NRC, 1996; NCSS, 1994; NCTE-IRA, 1996; & NCTM, 1989, 2000). It was used in an Eisenhower Professional Development Grant entitled PRISM-CLASS (Project for Integrating Science and Mathematics Curriculum with Language Arts and Social Studies) at the University of Toledo.

