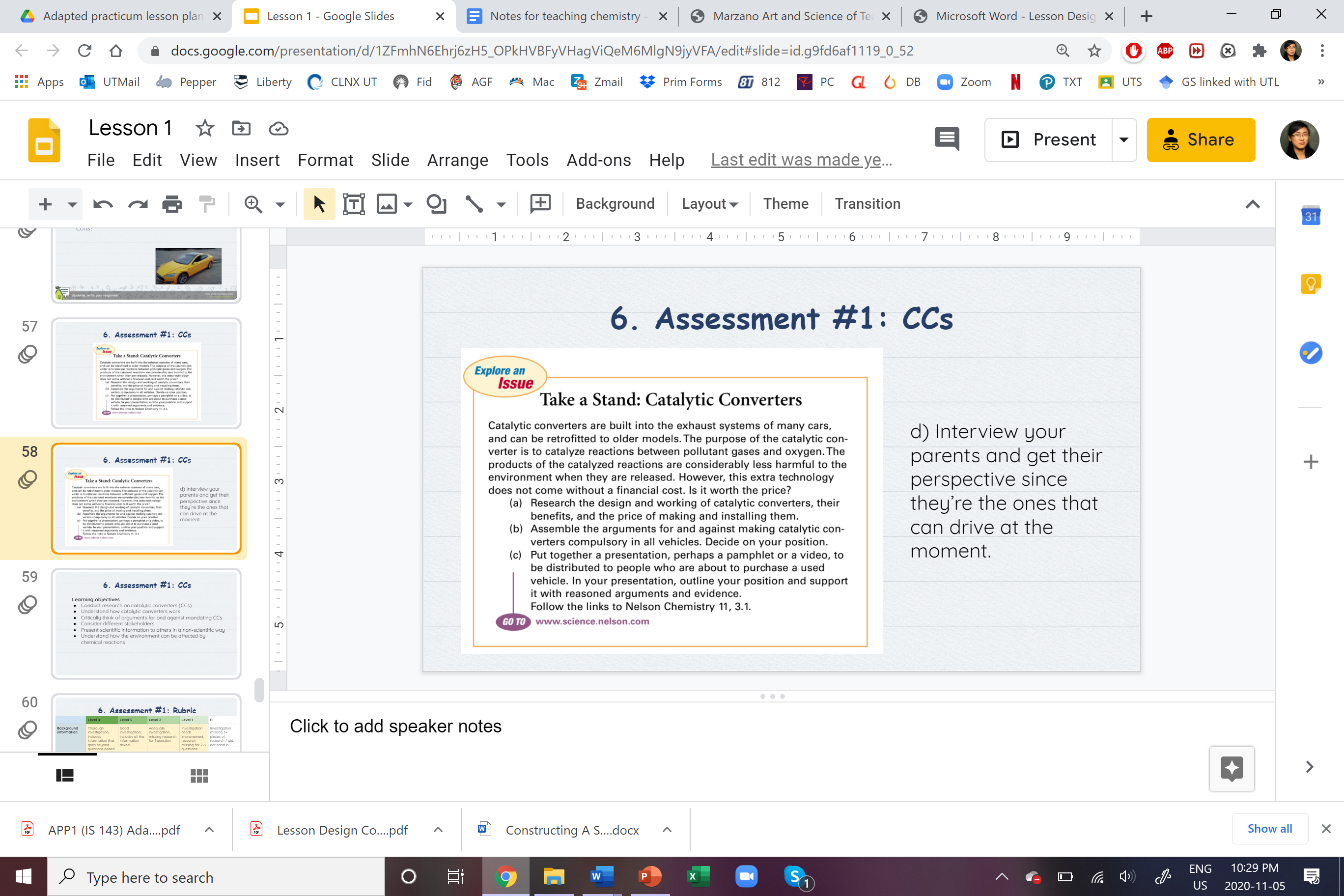
|  |  |  |  |
| --- | --- | --- | --- |
|  | **What did you like?** | **What didn’t you like?** | **What could I do better/start including?** |
| **Technology Usage**   * Appropriate use of technology * Breakout groups used effectively * Allowing for peer-to-peer bonding |  |  |  |
| **Modifications**   * Suitable for IS143 * Consideration of different VARK profiles * Consideration of different chemistry proficiencies |  |  |  |
| **David Suzuki SS**   * Suitable adjustments made for DSSS * Took in consideration of school events, mission statements etc. |  |  |  |
| **Lesson Delivery**   * Effectiveness of lesson delivery * Use of visuals * Engaging? Did you love chemistry? * Global competency considerations * Level of enthusiasm |  |  |  |
| **AfL, AaL, AoL**   * Effectiveness of different assessments used in lesson * Helps students with learned content * Rubric design (see below) |  |  |  |
| **Pace**   * Suitable for IS143 * Wait times |  |  |  |
| **Organization**   * Clearing learning objectives * Clarity of instructions and content * Allow for tracking of student progress |  |  |  |

**Lesson can be accessed** [**here**](https://docs.google.com/presentation/d/1ZFmhN6Ehrj6zH5_OPkHVBFyVHagViQeM6MlgN9jyVFA/edit?usp=sharing)

**Assessment #1: Catalytic converters**



**Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Level 4** | **Level 3** | **Level 2** | **Level 1** | **R** |
| **Background information** | Thorough investigation, includes information that goes beyond questions posed | Good investigation, includes all the information asked | Adequate investigation, missing research for 1 question | Investigation needs improvement, research missing for 2-3 questions | Investigation missing 3+ pieces of research / did not hand in |
| **Arguments** | 1. At least 5 **convincing** arguments for and against mandating catalytic converters.  2. Incorporates 2-3 interview responses | 1. 3-4 **convincing** arguments for and against mandating catalytic converters.  2. Incorporates 1 interview response | 1. Two **convincing** arguments for or against mandating catalytic converters.  2. Interview responses included but not incorporated in argument. | 1. One **convincing** argument for or against mandating catalytic converters.  2. No interview responses incorporated | No **convincing** arguments presented for and against mandating catalytic converters/did not hand in |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Level 4** | **Level 3** | **Level 2** | **Level 1** | **R** |
| **Position** | Position is extremely well defended, considered at least 5 pieces of **solid** evidence for argument | Position is well defended, considered 3-4 pieces of **solid** evidence for argument | Position is somewhat well defended, considered 2 pieces of **solid** evidence for argument | Position is not well defended, considered 1 piece of **solid** evidence for argument | Position is not stated/ ambiguous position/ not handed in |
| **Presentation of medium** | Use of colour/actions (if video) and visuals allowed presentation to be extremely effective and engaging | Use of colour/actions (if video) and visuals allowed presentation to be effective and engaging | Use of colour/actions (if video) and visuals allowed presentation to be difficult to follow | Use of colour/actions (if video) and visuals allowed presentation to be distracting and inappropriate | No colour/actions/visuals used. Presentation is not engaging nor effective / not handed in. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Level 4** | **Level 3** | **Level 2** | **Level 1** | **R** |
| **Position** | Position is extremely well defended, considered at least 5 pieces of **solid** evidence for argument | Position is well defended, considered 3-4 pieces of **solid** evidence for argument | Position is somewhat well defended, considered 2 pieces of **solid** evidence for argument | Position is not well defended, considered 1 piece of **solid** evidence for argument | Position is not stated/ ambiguous position/ not handed in |
| **Presentation of medium** | Use of colour/actions (if video) and visuals allowed presentation to be extremely effective and engaging | Use of colour/actions (if video) and visuals allowed presentation to be effective and engaging | Use of colour/actions (if video) and visuals allowed presentation to be difficult to follow | Use of colour/actions (if video) and visuals allowed presentation to be distracting and inappropriate | No colour/actions/visuals used. Presentation is not engaging nor effective / not handed in. |