

**ESST-1
Summer 2008
Final Assignment Rubric**

	Exceeds	Meets	Does not meet
The Product	<ul style="list-style-type: none"> • All points under "Meets" are met • Involves students in self-directed inquiry on a consistent basis • Emphasizes interactions among different Earth systems • Emphasizes different time scales relevant to processes operating within the Earth system • Clearly sets the stage for adapting/implementing similar assignments over the course of the year 	<ul style="list-style-type: none"> • WILL be used next year • Includes at least one opportunity for student inquiry that involves data • Clearly addresses Earth system science content (including processes and time scales) • Enhances existing curriculum through use of ideas introduced during ESST-1 • Lasts at least a week or is something that is ongoing throughout the year • Format is useable and easy to understand (and makes sense given the scope and/or design of the project) • Includes clear, appropriate role(s) for TESSE grad fellow 	<ul style="list-style-type: none"> • It is not clear when, how or this will be implemented in the upcoming year • Opportunities for students to conduct inquiry using real data are limited • Does not address Earth system science or show how systems interact • Does not represent a change from previous teaching content or pedagogy • Does not implement ideas introduced in ESST-1 • Is not long enough • Does not include role for TESSE grad fellow (or designated role in not appropriate)

<p>The Narrative</p>	<ul style="list-style-type: none"> • Meets all criteria under "Meets" • Includes a discussion of what challenges you expect to encounter when implementing this project as well as some ideas for how to address them 	<ul style="list-style-type: none"> • Is 2-3 typed pages in length • Clearly explains how Earth system science content is integral to the project • Clearly explains how student-driven inquiry is integrated into the project • Adds to / enhances what is included in the project itself 	<ul style="list-style-type: none"> • Is too short (or much too long) • Does not make it clear how Earth system science content is included • Does not explain the role and extent of student-driven inquiry • Reiterates but does not add to what is already in the project
<p>The Reflection</p>	<ul style="list-style-type: none"> • Meets all criteria under "Meets" • Includes a discussion of how this represents a change from your previous teaching 	<ul style="list-style-type: none"> • Is 2-3 typed pages in length • Is a thoughtful essay about what you have learned during ESST-1 • Clearly explains how your new learning has influenced the design of your final project • Includes a discussion of the process of developing the project (challenges you faced and how they were overcome, for example) 	<ul style="list-style-type: none"> • Is too short (or much too long) • Is not thoughtful (appears rushed or superficial) • Does not include reflections about your learning or the process of developing the final project