**Science and Technology/Engineering Task Development Rubric**

Tasks **must** be high quality in elements 1 & 2; the majority of the remaining elements must be high quality.

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|  | **2 (High Quality)** | **1 (Developing Quality)** | **0 (Low Quality)** | **Score/Comments** |
| **1.** [**STE Disciplinary Core Ideas (DCI)/Standards**](http://www.doe.mass.edu/stem/ste/?section=framework) | The task product is ***clearly*** aligned with the 2016 STE Frameworks. | The task product is ***somewhat*** aligned with the 2016 STE Frameworks. | The task product is ***not*** aligned with the 2016 STE Frameworks. |  |
| **2.** [**Science and Engineering Practices**](http://www.doe.mass.edu/frameworks/scitech/2016-04/AppendixI.pdf) | The task ***engages*** students deeply in one or more of the practices to make sense of the phenomenon or to solve a problem. | The task ***somewhat*** engages students to use the practices and is somewhat student centered. | The task ***does not*** involve students using any of the practices. The task is teacher centered. |  |
| **3.** [**Phenomena or Problem Based**](http://www.doe.mass.edu/stem/ste/qrg-phenomena.docx) | The task ***clearly*** supports students in making sense of phenomena and/or in developing solutions to problems. | The task ***somewhat*** supports students in making sense of phenomena and/or solutions to problems. | The task ***does not*** support students in making sense of phenomena and/or solutions to problems. |  |
| **4. Relevant & Authentic Context** | The task includes a ***clearly*** relevant and authentic/real world context. | The task includes a ***somewhat*** relevant and authentic/real world context. | The task ***does*** ***not*** include a relevant and authentic/real world context. |  |
| **5. Cognitive Demand** | The task***requires*** students to select and employ higher-order thinking skills. The cognitive demand is high and is appropriate for the task. | The task ***somewhat*** requires students to employ higher order thinking skills. The cognitive demand is below grade level. | The task ***does not*** require students to employ higher-order thinking skills. The cognitive demand for the task is low. |  |
| **6. Meaning Making/Reflection** | The task ***requires*** students to explain their thinking of the phenomena, the solution, or process they completed, and reflect on their learning/growth as scientists/engineers. | The task ***somewhat*** engages students in explaining their thinking of the phenomena, the solution or process. | The task ***does not*** engage students in explaining their thinking of the phenomena or the solution. |  |
| **7. Accessibility** | The task is accessible to ***all*** students through the use of multiple entry points throughout the lesson and the use of different modalities. | The task is accessible to ***some*** students with limited entry points. | The task isaccessible to **few** students as there is only one entry point. |  |
|  |  |  | **Total** |  |