authenticity vetting

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|  | **Feature** | **Evidence or Example** |
| **Construction of Knowledge** | **Use of higher-order thinking to convert information into organized knowledge**   * Provide students with opportunities to develop and use higher order thinking (organizing, synthesizing, interpreting, evaluating)? * Use formative assessment and learning strategies. |  |
| **Disciplined Inquiry** | **Increased depth of knowledge through the use of meaningful questions**   * Use meaningful questions to guide student learning? * Provide appropriate structure to help students work systematically toward a complex solution or explanation? * Ask students to construct a supported explanation or argument? * Ask students to create a product that integrates or represents their learning? |  |
| **Disciplined Inquiry** | **Substantive conversation**   * Ask students to share ideas and respond to the ideas of others? * Ask students to negotiate a group understanding of a concept or idea? |  |
| **Student-Centered Learning** | **Apply and generalize learning**   * Address a topic or problem that has implications beyond the lesson itself? * Ask students to engage in tasks and meaningful work they see as connected to their personal experiences? * Connect to real-world problems in larger social contexts or the communities in which students live? |  |
| **Real World Connections** | **Assess learning**   * Place students in the role of active rather than passive learners? * Allow students to make choices about their learning environment (content, process, product)? * Consider student prior knowledge and cultural experience? |  |

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| **Why do science lessons need to be authentic?** |
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