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.
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| **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?
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| **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?
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| **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?
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| **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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