AUTHENTICITY VETTING

	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?	

Why do science lessons need to be authentic?