

	1	2	3	4	Notes
Content Standards Common Core Standards Arts Standards	Standards are not addressed.	Standards are addressed in limited ways.	Standards are addressed.	Standards are addressed in depth and often exceeded.	
Concept & Significant Question	The Concept, Significant Question and content are not embedded in the design of the inquiry center.	The Concept, Significant Question and content are somewhat embedded in the design of the inquiry center.	The Concept, Significant Question and content are embedded in the design of the inquiry center.	The Concept, Significant Question and content guide the inquiry and advance higher-order thinking.	
Inquiry Questions Essential Questions	The IQ/EQ does not target specific content standards.	The IQ/EQ does not clearly target specific content standards.	The IQ/EQ targets specific content standards and is engaging.	The IQ/EQ clearly targets specific content standards and is highly engaging. It challenges assumptions and leads to further inquiry.	
Cognitive Challenge	The task does not require complex thinking and engagement with substantive content or only in limited ways.	The task requires moderately complex thinking and some engagement with substantive content.	The task requires complex thinking and engagement with substantive content.	The task requires strongly complex thinking and engagement with substantive content.	
Self-direction	The task requires a significant amount of teacher-led instruction.	Students are somewhat independent during the task. Some teacher-led instruction is required.	Students complete the task mostly independently, with the teacher in the role of mentor.	Students complete and extend the task independently, with the teacher in the role of mentor.	
Product	The student product does not address content aligned to Content/Core Standards/Artistic Fluency.	The student product addresses some content aligned to Content/Core Standards/Artistic Fluency.	The student product addresses substantive content aligned to Content/Core Standards/Artistic Fluency.	The student product addresses substantive content beyond the Content/Core Standards/Artistic Fluency.	
Differentiated Learning	The instructional task does not accommodate or easily adapt to different learning styles and needs.	The instructional task accommodates or is adapted for different learning styles and needs in limited ways.	The instructional task accommodates or is adapted for different learning styles and needs.	The instructional task accommodates or is adapted for different learning styles and needs in a significant manner.	
Assessment Artistic Fluency	Assessment criteria are not shared with students and/or are not aligned to content standards or learning outcomes.	Assessment criteria are incompletely shared with students and/or are weakly aligned to content standards and learning outcomes.	Assessment criteria are available to students and are aligned with content standards and learning outcomes.	Assessment criteria are developed by students, and are aligned with content standards and learning outcomes.	



	1	2	3	4	Notes
Cognitive Challenge	Skill acquisition does not require any degree of complex thinking and/or does not engage students with substantive content material.	Skill acquisition requires some moderately complex thinking. Students may also engage with some substantive content material.	Skill acquisition requires complex thinking. Students may also engage with substantive content material.	Skill acquisition requires strongly complex thinking as a major focus of the task. Students also engage with substantive content material.	
Clarity of Goals for Student Learning	Goals are not focused on student learning and are not clear and explicit in terms of what students are to learn for the assignment. Or all goals may be stated as activities with no definable objective.	Goals are somewhat focused on student learning. Goals are somewhat clear and explicit in terms of what students are to learn for the assignment. Goals may be very broadly stated with no definable objective.	Goals are mostly focused on student learning. Goals are mostly clear and explicit in terms of what students are to learn for the assignment.	Goals are very focused on student learning. Goals are very clear and explicit in terms of what students are to learn for the assignment. Additionally, all the goals are elaborated.	
Clarity of Grading Criteria	Teacher does not specify grading criteria. Or it is not possible to determine the grading criteria from the teacher's documents.	Teacher's grading criteria are somewhat clear and explicit.	Teacher's grading criteria are mostly clear and explicit.	Teacher's grading criteria are very clear, explicit, and elaborated.	
Alignment of Learning Goals & Skill Acquisition	Very little or no alignment between the teacher's stated goals or the skill students are required to acquire. The skill acquisition does not support the instructional goals.	Only some alignment between the teacher's stated goals and the students skill acquisition. Or the goal may be so broadly stated that the skills and goals are aligned only at a very general level.	Good alignment between the teacher's stated learning goals and what the required student skill acquisition. The skill acquisition supports the instructional goals.	Exact alignment between the teacher's stated learning goals for students and the skills acquired. The skills and goals overlap completely-neither one calls for something not included in the other.	
Alignment of Learning Goals & Grading Criteria	Very little or no alignment between the teacher's stated learning goals and the stated grading criteria.	Only some alignment between the teacher's stated learning goals and the stated grading criteria.	Good alignment between teacher's stated learning goals and the stated grading criteria.	Exact alignment between the teacher's stated learning goals for students and the stated grading criteria.	
Overall Quality of the Unit of Study	Poor quality in terms of level of cognitive challenge, clarity and application of learning goals and grading criteria.	Limited quality in terms of level of cognitive challenge, clarity and application of learning goals and grading criteria.	Good quality in terms of level of cognitive challenge, clarity and application of learning goals and grading criteria.	Excellent quality in terms of level of cognitive challenge, clarity and application of learning goals and grading criteria.	
Student Understanding of Concept & Significant Question	Poor understanding of the Concept & Significant Question by most or all of the students.	Limited understanding of the Concept & Significant Question by most or all of the students.	Good understanding of the Concept & Significant Question by most or all of the students.	Excellent understanding of the Concept & Significant Question by most or all of the students.	
Arts Alignment & Artistic Fluency	Very little or no alignment between the arts and students demonstrated artistic fluency which supports the instructional goals.	Only some alignment between the arts and students demonstrated artistic fluency which supports the instructional goals.	Good alignment between the arts and students demonstrated artistic fluency which supports the instructional goals.	Exact alignment between the arts and students demonstrated artistic fluency which supports the instructional goals.	