**Design: 5E Learning Approach Checkpoint (Science)**

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| **0\* = Insufficient** | **1\* = Needs Improvement** | **2 = Accomplished** | **NA = Not Applicable** |

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| Engage | | | | **Score** |
| **Capture interest and establish prior knowledge** | Purpose and/or relevance of learning is established. | | |  |
| Learner prior knowledge is elicited and/or activated. | | |  |
| Essential/guiding questions or objectives are employed and continually revisited throughout. | | |  |
| Explore | | | | |
| **Construct knowledge through questioning and active engagement in a learning task** | Learners engage actively in a learning task. | | |  |
| Learners are provided with opportunities for discourse. | | |  |
| Materials/technology help learners interact with content in a meaningful way. | | |  |
| Instructor’s role is facilitation rather than delivery of information to the largest possible extent. | | |  |
| Explain | | | | |
| **Interpret, clarify, and refine learning** | Provides opportunities for learners to connect the learning activity with authentic learning and/or connect to the real-world. | | |  |
| Provides opportunities for learners to ask questions and receive instructor and peer feedback that helps gauge their understanding. | | |  |

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| Extend | | | |  |
| **Apply and generalize learning** | Includes collaboration. | | |  |
| Includes creation of new learning structures (where applicable). | | |  |
| Evaluate | | | | |
| **Assess learning** | Formative and summative assessments of learning progress are present. | | |  |
| Culminating product, performance, or presentation articulates or synthesizes new knowledge. | | |  |
| Evaluation includes open-ended questions about new learning. | | |  |
| Phenomena | | | |  |
| **Add relevance and drive student inquiry** | A phenomenon is included and is interwoven throughout the lesson (in all E’s except Extend, if not applicable). | | |  |

**\*Suggestions for revisions should be included for scores of 0 or 1.**

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