

Clicker Self-Assessment Rubric

Models of Teaching	Advanced	Proficient	Developing
<p style="text-align: center;">Agile Teaching</p>	<p>Clickers are used <u>consistently</u> to determine if a concept just taught was truly mastered or a strategy was effective; if not mastered by the majority of students, the material is always re-taught or a new strategy is immediately employed</p> <p>The teacher generates mastery reports and studies them for patterns, targets of opportunity, common misconceptions, or critical needs</p> <p>Intervention (tutor, individual or after school help) is consistently applied to help specific students achieve success in mastering a specific concept</p> <p>The teacher uses the report generator to identify individual student learning needs</p>	<p>Clickers are <u>periodically</u> used to determine if a concept just taught was truly mastered; if not mastered by the majority of students, the material is immediately re-taught; if a few students are having difficulty with the concept, extra help is offered outside of class or during class work time</p> <p>Clickers are <u>periodically</u> used to see if a specific teaching strategy helped students understand the material; if not mastered by the majority of students, a new strategy is immediately employed to provide clarification</p>	<p>Clickers are used as an introduction to the lesson to focus student attention on key concepts</p> <p>Clickers are used at the conclusion of a lesson to see if students understood the material and if the material needs to be re-taught tomorrow</p> <p>Clickers are used to review a lesson at the beginning of class the following day, to see if information was retained</p> <p>Clickers are used to see if a specific teaching strategy helped students understand your material.</p>
<p style="text-align: center;">Peer Teaching</p>	<p>A team of students discuss, eventually agreeing or disagreeing on an answer to predict a result, solve a problem, or reach a conclusion; the students click in and the correct answer is <u>not</u> shown, but distribution of class answers are shown</p> <p>If student answer distributions vary greatly, students are asked to defend their positions with one another; students again click in</p> <p>The correct answer or answers are then shown, and additional teacher and/or student explanation is provided</p> <p>Teachers allow time for students to struggle, try a new problem, and try new ways of finding a solution</p>	<p>A team of students discuss, eventually agreeing or disagreeing on an answer to predict a result, solve a problem, or reach a conclusion; the students click in and the correct answer is revealed and a lively class discussion is lead by the teacher</p> <p>There is no rush to get the correct answer</p>	<p>A student works together with a partner on a problem before clicking in; they can agree on the same answer or disagree and provide different answers</p> <p>A student works alone, but shares answers with a peer, and is allowed to reconsider a decision before clicking in</p> <p>Correct answers are shown and may or may not be discussed; there is often a rush to get the answer</p>

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<p>Key Misconception</p>	<p>Teacher has mapped key and predictable misconceptions students have with the content Clicker questions are specifically targeted at make-or-break misconception points throughout the course When identified as necessary by clicker feedback, discussions and re-teaching are closely built around each “misconception” moment</p>	<p>Teacher is very aware of recurring misconceptions students typically have with the content A few clicker questions are targeted at known recurring misconceptions Any <i>new</i> student misconceptions that are uncovered are addressed over the next few days</p>	<p>Teacher is generally aware of a few potential misconceptions students have with the content One or two clicker questions deal with a common misconception Any <i>new</i> student misconceptions that are uncovered are noted for future question development</p>
<p>Higher Order Thinking</p>	<p>The teacher uses a rich array of clicker questions at all levels: application, analysis, synthesis and evaluation The teacher mixes open-ended and clicker-based multiple choice questions to promote both divergent and convergent thinking Clicker questions are connected to videos, audio resources , physical objects (manipulatives), live demonstrations or performances, role playing, scenarios, or rubrics</p>	<p>70% of clicker questions are at the application or analysis level; less than 30% are at the comprehension or knowledge level 50% of clicker questions are scenario based or have a strong visual emphasis, allowing the creative interpretation of pictures, charts, graphs, and maps</p>	<p>Although most questions are at the comprehension and knowledge level, the teacher begins to use a few higher-order questions in clicker sessions Most clicker questions are text-based, without strong visual connections</p>
<p>Questioning Technique</p>	<p>The teacher effectively uses a balance of pre, post and inserted questions The teacher activates prior student knowledge through the design of questions The teacher regularly solicits or provides feedback to students who misunderstand important concepts (questions + feedback)</p>	<p>The teacher uses both focusing and post-questions effectively The teacher designs clicker questions that are personally relevant to the age and experiences of the learner The teacher often solicits verbal explanation from students both before and after answers are revealed</p>	<p>The teacher uses post-questions effectively The teacher designs some questions and borrows high-quality questions from colleagues and data banks The teacher periodically provides brief verbal explanation to students after answers are revealed</p>