**NSTA 2012 Learning Progressions Short Course**

**Carbon TIME LEVEL DESCRIPTIONS WORKSHEET**

Instructions:

1. Sort the student responses in order of increasing sophistication and fill out the second column of the table below. Make as up to four groups.
2. In the third column of the table indicate which example student’s responses you would have in each group.
3. Sort the student responses using the Learning Progression and fill out the fourth column of the table below.
4. Compare the two types of sorting and discuss the reflection questions below.

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| --- | --- | --- | --- |
| Level | Teacher Generated Rubric:  Characteristics of student answers for the level | Teacher Generated Rubric | Learning Progression |
| Example Student Responses (Letter) | Example Student Responses (Letter) |
| 4 (Highest) |  |  |  |
| 3 |  |  |  |
| 2 |  |  |  |
| 1  (Lowest) |  |  |  |

1. How was your rubric similar and different from the Learning Progression descriptions?
2. What difficulties did you have creating the rubric?
3. What difficulties did you have using the Learning Progression to assign a level to student responses?