INSTRUCTIONAL MODELS
CONCEPT ATTAINMENT
PEER TEACHING SCORING RUBRIC

	1	2	3	4	5
Selected an important abstract or concrete concept for lesson					
Used clear prototypes of positive examples for the concept					
Allowed for substantial student hypothesizing to explore a range of possibilities					
Eliminated invalid student hypotheses as the lesson progressed					
Presented equal numbers of positive and negative examples of concept					
Asked students to defend their hypotheses					
Reviewed why "yes" and "no" examples received classification given them					
Provided an opportunity for students to create their own exemplars					
Assess students knowledge of new information; recognize teams' accomplishments					

Total: _____

Comments: