

Session Check-In: **DT5K**



LESSON OBJECTIVE
RUBRIC:
SELF-ASSESSMENT TOOL FOR STUDENT SUCCESS

A grayscale photograph of two students in a science laboratory. They are seated at a table, looking down at a piece of equipment. The student on the left is holding a long, thin object, possibly a test tube or a piece of wood. The student on the right is also looking at the same area. In the background, there are various lab equipment, including a microscope and some containers. The image has a dark, textured overlay.

LESSON OBJECTIVE

RUBRIC:

BENEFITS

OVERALL:

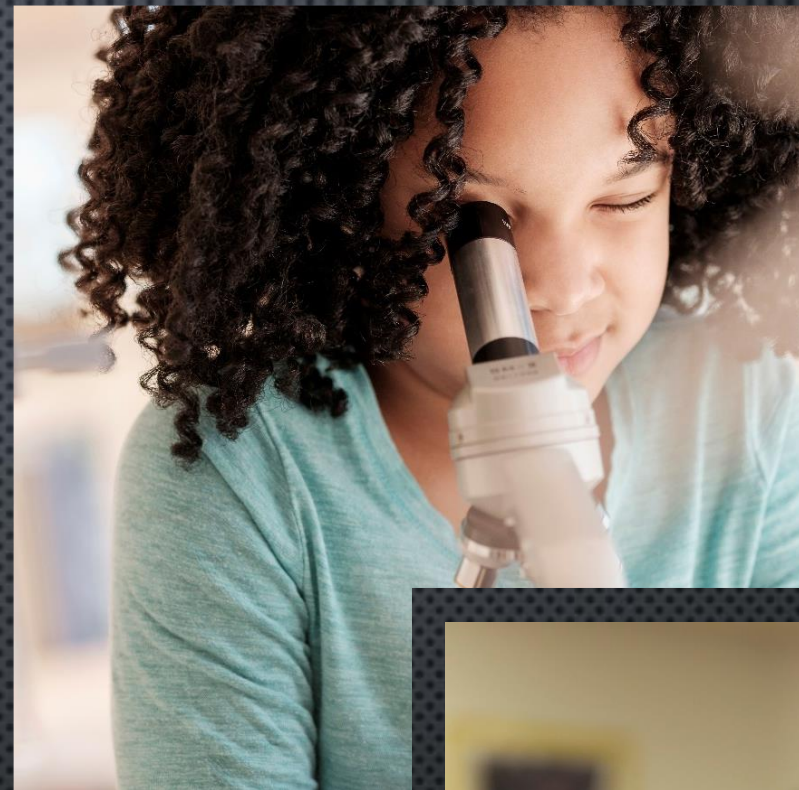
Establishes clear criteria

Mitigates bias

Formative

Structured Feedback

Evaluates alignment



FOR STUDENTS:

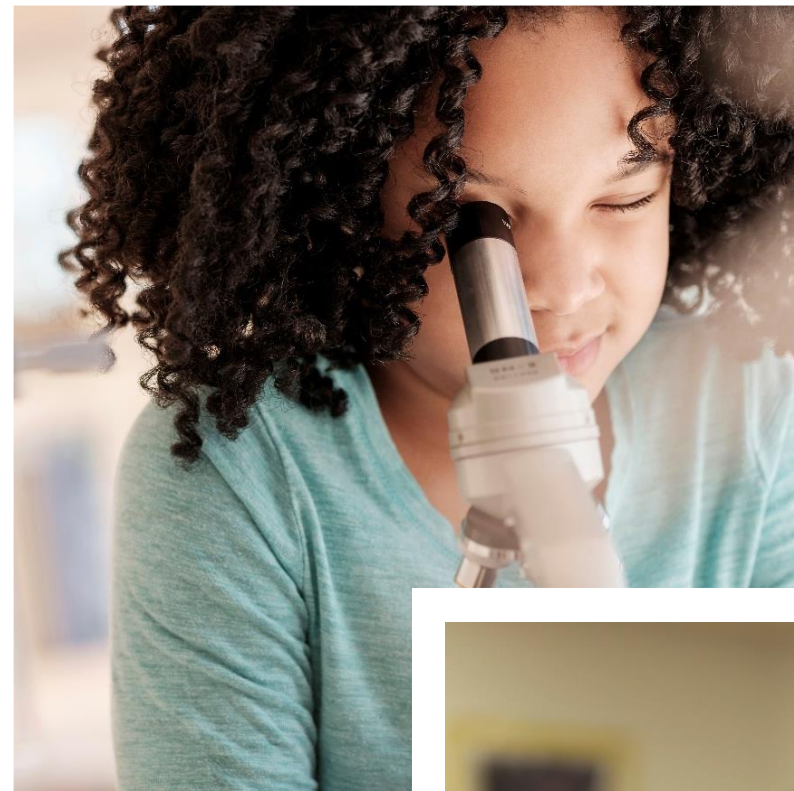
Progress Monitoring

Study Guide

Assessment for Readiness

Fosters Metacognition

Mastery Achievement Tool



11/19

Criteria	Mastery (3)	Developing (2)	Beginning (1)	My Score	Comments/Notes
I can identify all major bones and key landmarks with no errors	I can correctly identify most major bones with minor errors	I can identify some bones but with several errors	I cannot identify any bones correctly	2	I question myself could misplace some
I can clearly identify and describe all supporting structures and their roles	I can identify most supporting structures accurately	I can identify some structures with limited detail	I cannot identify or explain supporting structures accurately	1	I need to learn the spots and memorizing terms
I consistently use correct anatomical terms accurately and effectively	I use mostly correct terms with minor errors	I use limited or inconsistent terminology	I rarely or incorrectly use terminology	2	Still learning but progressed
I thoroughly connect structure and function, showing deep understanding	I make clear connections between structure and function	I show basic or incomplete understanding of connections	I show little or no understanding of connections	1	I still need better understanding of functions

Total Score: 6/16

Student Reflection:

- What part of this topic do I understand best?
- What do I need to study or review further?

I understand more of the basic bone names and parts
I need to study the more unfamiliar terms to me.

Lesson Objective: Differentiate between internal and external respiration

Criteria	Advanced (4)	Mastery (3)	Developing (2)
Internal Respiration	I can accurately explain the gas exchange that occurs during internal respiration consistently with no errors	I can accurately explain the gas exchange during internal respiration with few errors	I can explain the gas exchange during internal respiration with several errors
External Respiration	I can accurately explain the gas exchange that occurs during external respiration consistently with no errors	I can accurately explain the gas exchange during external respiration with few errors	I can explain the gas exchange during external respiration with several errors

Total Score: 8/8

Student Reflection:

- What part of this topic do I understand best?
- What do I need to study or review further?

I think I'm very confident with these.
Studying In = inside/breathe in, and Ex = exit/breathing out will make me remember them.

Knowledge and Accuracy	I use correct anatomical terms accurately and effectively	I use correct terms with minor errors	I use correct terminology	I show little or no understanding of connections	3	I was able to correct every question understanding
Application and Integration	I thoroughly connect structure and function, showing deep understanding	I make clear connections between structure and function	I show basic or incomplete understanding of connections	I show little or no understanding of connections	3	

Total Score: 11/16

Student Reflection:

- What part of this topic do I understand best?
- What do I need to study or review further?

I understand what bones are called by location, I probably need to work more on the supporting structures because I wasn't super confident

BUILDS CONFIDENCE

FOR THE EDUCATOR:

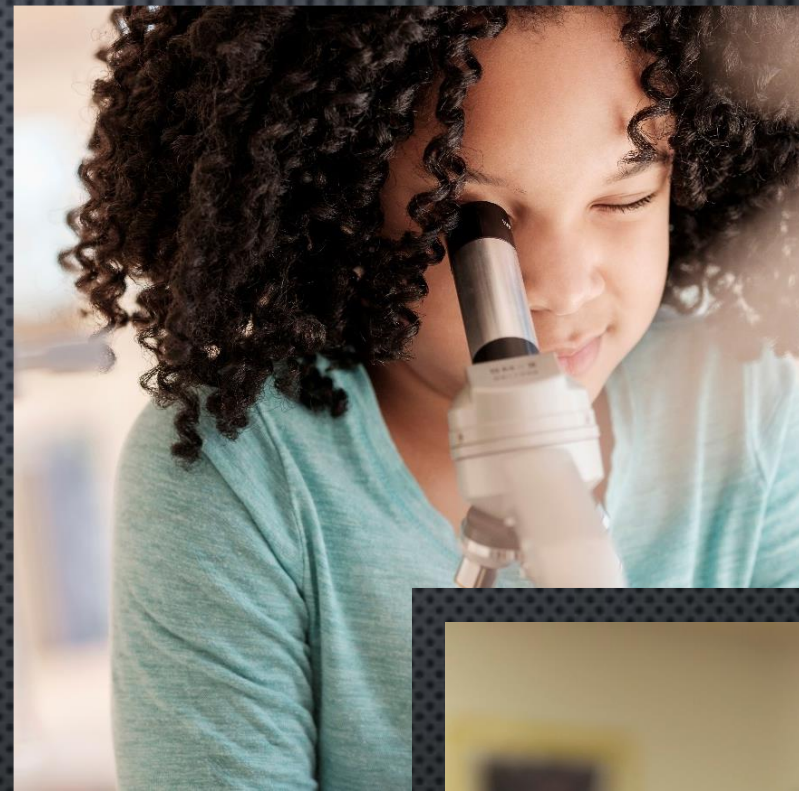
Curriculum-Assessment
Alignment Tool

Differentiation

Feedback Opportunity

Student Growth Tracking

Evidence for Stakeholders



A grayscale photograph of two students in a science laboratory. They are seated at a table, looking down at a piece of equipment. Various lab supplies like beakers, a microscope, and a power strip are visible on the table. The image has a dark, semi-transparent overlay.

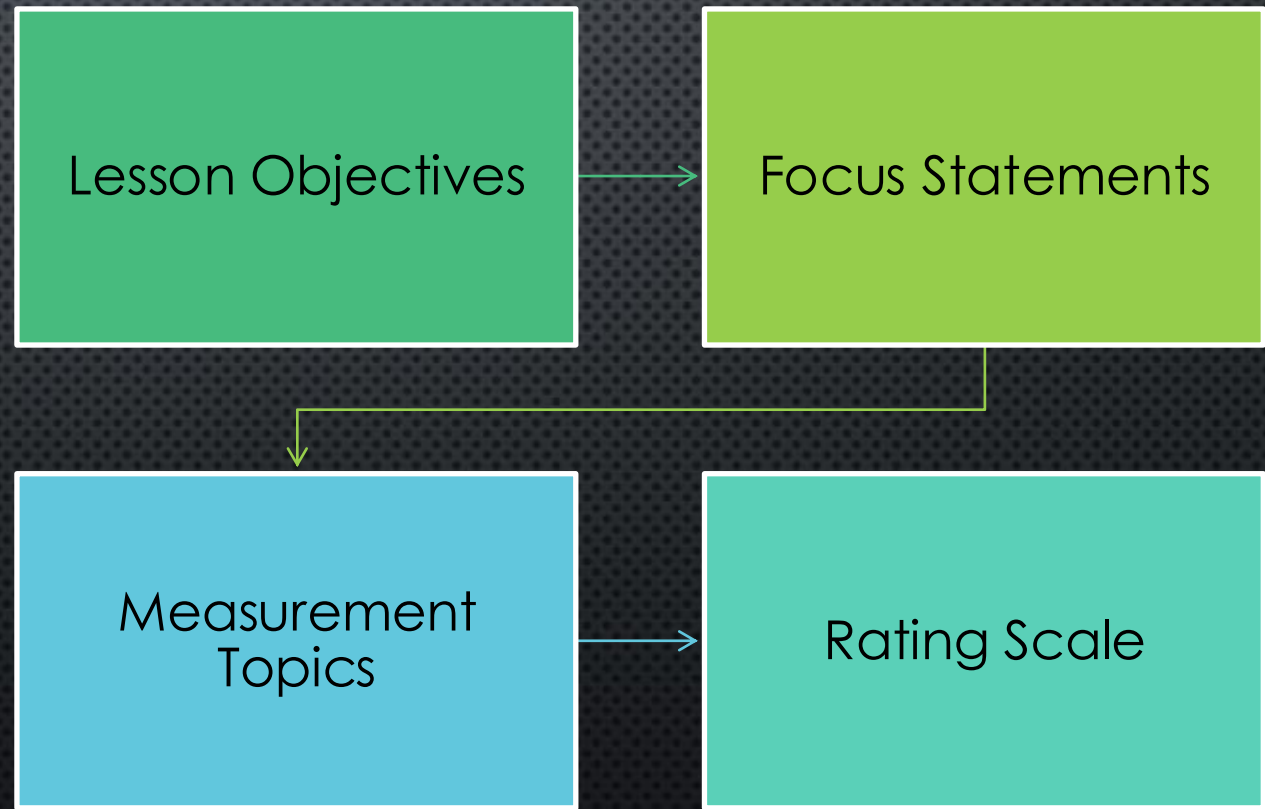
LESSON OBJECTIVE

RUBRIC:

DEVELOPMENT & STRUCTURE



DEVELOPMENT



Describe the components of the cardiovascular system and their functions, including factors that affect blood flow.

- IDENTIFY THE STRUCTURES OF THE CARDIOVASCULAR SYSTEM
- DESCRIBE THE FUNCTIONS OF THE CARDIOVASCULAR SYSTEM
- DIFFERENTIATE BETWEEN THE TYPES OF BLOOD VESSELS AND DESCRIBE THEIR FUNCTIONS
- DESCRIBE THE FLOW OF BLOOD THROUGHOUT THE BODY
- IDENTIFY THE MAIN STRUCTURES OF THE CARDIOVASCULAR SYSTEM.
- DESCRIBE THE FUNCTIONS OF THE CARDIOVASCULAR SYSTEM.
- **RECOGNIZE AND DEFINE TERMINOLOGY RELATED TO THE CARDIOVASCULAR SYSTEM, INCLUDING HEART STRUCTURES, BLOOD FLOW, HEART RATE, CONDUCTION, PROCEDURES, HEART SOUNDS, AND BLOOD PRESSURE.**
- DIFFERENTIATE BETWEEN THE TYPES OF BLOOD VESSELS AND DESCRIBE THEIR FUNCTIONS.
- DESCRIBE THE FLOW OF BLOOD THROUGHOUT THE BODY.
- **RECOGNIZE NORMAL AND ABNORMAL HEART RATE OF CANINES AND FELINES AND IDENTIFY RELATED TERMINOLOGY.**

EXAMPLES

ANIMAL SCIENCE 2.2.4. IDENTIFY THE ANATOMICAL COMPONENTS OF THE SKELETAL SYSTEM, INCLUDING THE TYPES AND FORMS OF BONES, AND DESCRIBE THEIR PHYSIOLOGY.

Lesson Objective: *Identify and describe the bones and supporting structures of the skeletal system.*

Criteria	Advanced (4)	Mastery (3)	Developing (2)	Beginning (1)	My Score	Comments/ Notes
Identification of Bones	I can accurately identify all major bones and key landmarks with no errors	I can correctly identify most major bones with minor errors	I can identify some bones but with several errors or prompts	I can identify few or no bones correctly		
Supporting Structures (Cartilage, Ligaments, Joints)	I can clearly identify and describe all supporting structures and their roles	I can identify most supporting structures accurately	I can identify some structures but with several errors or prompts	I can identify or explain few or no supporting structures accurately		

Lesson Objective: *Differentiate between the axial and appendicular skeletons.*

Criteria	Advanced (4)	Mastery (3)	Developing (2)	Beginning (1)	My Score	Comments/ Notes
Differentiation of Axial and Appendicular Skeletons	I can accurately identify or explain the difference between the axial and appendicular skeletons consistently with no errors	I can correctly differentiate between the axial and appendicular skeletons with few errors	I can identify some of the differences between the axial and appendicular skeletons but with several errors or prompts	I can identify few or no differences between the axial and appendicular skeletons		

Lesson Objective: *Explain the structure and function of long bones.*



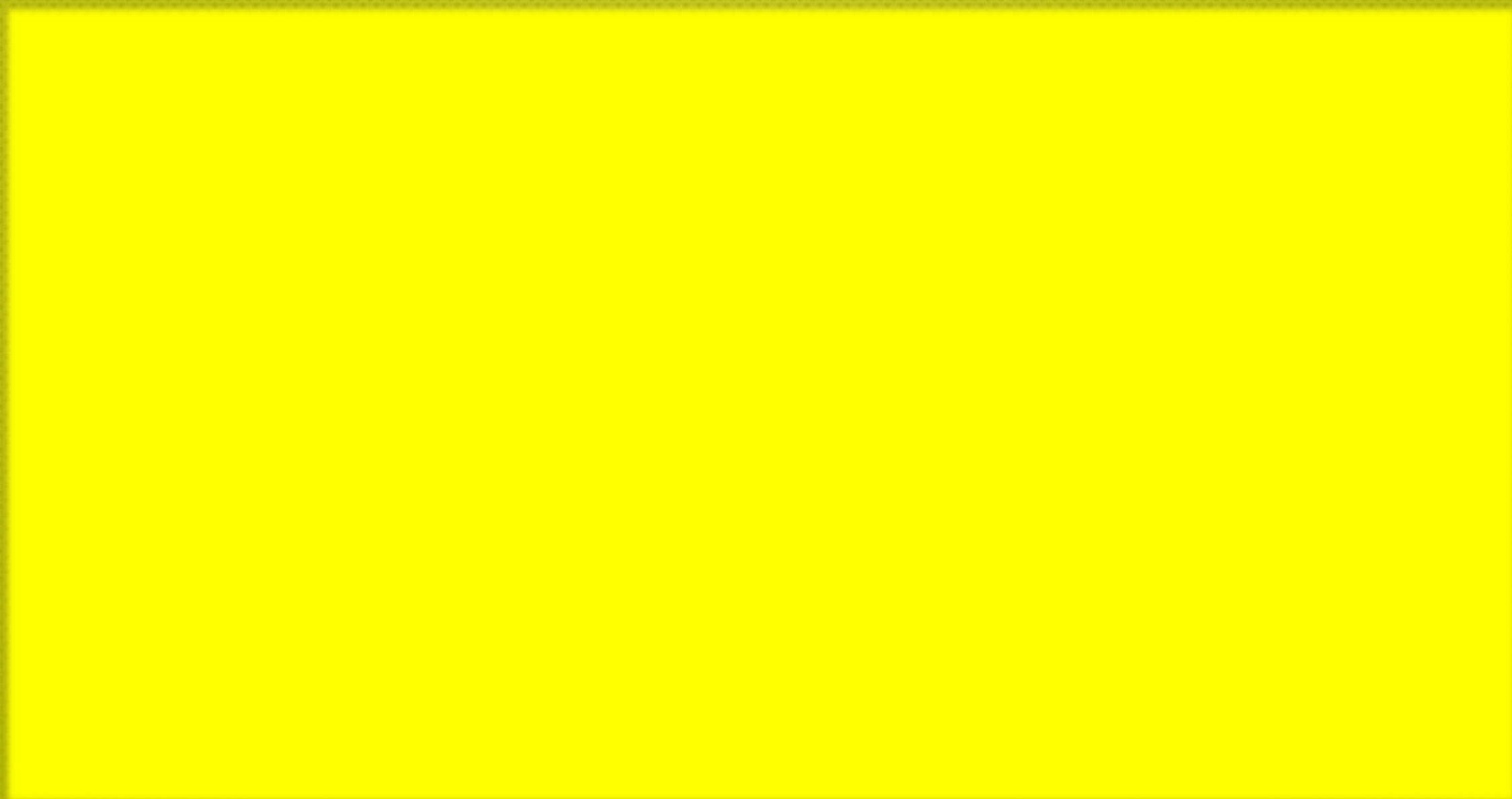
Criteria	Advanced (4)	Mastery (3)	Developing (2)	Beginning (1)	My Score	Comments/ Notes
Bone Anatomy	I can accurately identify the anatomical parts of a long bone consistently with no errors	I can identify most anatomical parts of a long bone with few errors	I can identify some anatomical parts of a long bone but with several errors or prompts	I can identify few or no anatomical parts of a long bone correctly		
Function of Long Bones	I can correctly explain the function of the anatomical parts of a long bone consistently with no errors	I can explain most functions of long bone anatomy with few errors	I can explain some functions of long bone anatomy but with several errors or prompts	I can explain few or no functions of long bone anatomy correctly		
Terminology Application and Integration	I can accurately use terms that describe long bone anatomy consistently with no errors	I can accurately use most long bone anatomy terms with few errors	I can use some long bone anatomy terms but with several errors or prompts	I can use few or no terms accurately		

PRACTICE

- **BUSINESS OPERATIONS/21ST CENTURY SKILLS 1.1.6.** EXPLAIN THE IMPORTANCE OF WORK ETHIC, ACCOUNTABILITY, AND RESPONSIBILITY AND DEMONSTRATE ASSOCIATED BEHAVIORS IN FULFILLING PERSONAL, COMMUNITY, AND WORKPLACE ROLES.
- FOCUS STATEMENT: / CAN...
- MEASUREMENT TOPIC:



COLORS!





COLORS

- INCREASE ENGAGEMENT
- IMPROVE FOCUS
- HELPS THE BRAIN ORGANIZE MORE EFFECTIVELY
- VISUAL SCAFFOLD FOR LEARNING
- VISUAL CUES



METACOGNITION!

SCORING

- SCORING GIVES STUDENTS AN IDEA OF WHETHER OR NOT THEY SHOULD ACHIEVE MASTERY ON THE FINAL ASSESSMENT
 - 1 = BEGINNING
 - 2 = DEVELOPING
 - 3 = MASTERY
 - 4 = ADVANCED

REFLECTIVE QUESTIONS

- PROVIDING REFLECTIVE QUESTIONS FOSTERS METACOGNITION
 - WHAT PART OF THIS TOPIC DO I UNDERSTAND BEST?
 - WHAT DO I NEED TO STUDY OR REVIEW FURTHER?

Lesson Objective: Identify and describe the bones and supporting structures of the skeletal system.

Criteria	Advanced (4)	Mastery (3)	Developing (2)	Beginning (1)	My Score	Comments/ Notes
Identification of Bones	I can accurately identify all major bones and key landmarks with no errors	I can correctly identify most major bones with minor errors	I can identify some bones but with several errors	I can identify few bones correctly	3	I can't remember the foot bones or the vertebrae
Supporting Structures (Cartilage, Ligaments, Joints)	I can clearly identify and describe all supporting structures and their roles	I can identify most supporting structures accurately	I can identify some structures with limited detail	I cannot identify or explain supporting structures accurately	2	I get the feet bones confused
Terminology and Accuracy	I consistently use correct anatomical terms accurately and effectively	I use mostly correct terms with minor errors	I use limited or inconsistent terminology	I rarely or incorrectly use terminology	3	Feet or vertebrae
Application and Integration	I thoroughly connect structure and function, showing deep understanding	I make clear connections between structure and function	I show basic or incomplete understanding of connections	I show little or no understanding of connections	3	Some I got mixed up

Total Score: 11 / 16

Student Reflection:

- What part of this topic do I understand best? I understand the legs or the skull best
- What do I need to study or review further? I need to review the foot bones and the vertebrae better so I can have perfect scores

Lesson Objective: Interpret the meaning of abbreviations of the skeletal system.

I need to study some and functions and definitions.

Criteria	Advanced (4)	Mastery (3)	Developing (2)	Beginning (1)	My Score	Comments/ Notes
Terminology and Accuracy	I can accurately interpret the meaning of skeletal system abbreviations consistently with no errors	I can accurately define abbreviations with few errors	I am inconsistent with interpreting skeletal system abbreviations	I cannot define or explain abbreviations accurately	1	I need to make a study guide for the abbreviations

Total Score: 1 / 4

Student Reflection:

- What part of this topic do I understand best?
- What do I need to study or review further?

- I rarely know them.
- I will need to study all together.

Criteria	Advanced (4)	Mastery (3)	Developing (2)	Beginning (1)	My Score	Comments/ Notes
Identification of Bones	I can accurately identify all major long bones and key landmarks with no errors	I can correctly identify most major long bones with minor errors	I can identify some bones with several errors	I cannot identify or explain bones accurately		
Supporting Structures (Joints, Cartilage)	I can clearly identify and describe all supporting structures and their roles	I can identify most supporting structures accurately	I can identify some structures with limited detail	I cannot identify or explain supporting structures accurately	2	I was struggling a bit with how to identify them.
Terminology and Accuracy	I consistently use correct anatomical terms accurately and effectively	I use mostly correct terms with minor errors	I use limited or inconsistent terminology	I can define or use few or no terms accurately	3	I understood how to use the terminology pretty well.
Application and Integration	I thoroughly connect structure and function, showing deep understanding	I make clear connections between structure and function	I show basic or incomplete understanding of connections	I show little or no understanding of connections	2	I struggled with the understanding of connections.

Lesson Objective: Describe the functions of the respiratory system.

Criteria	Advanced (4)	Mastery (3)	Developing (2)	Beginning (1)	My Score	Comments/Notes
System Functions (gas exchange, delivery system, waste removal)	I can accurately describe all functions of the respiratory system with no errors	I can describe most of the functions with few errors	I can describe some functions but with several errors	I can describe few or no functions correctly	3	
Structure Functions (Upper and Lower Respiratory Tracts)	I can accurately describe all functions of the upper and lower respiratory tract with no errors	I can describe most of the functions of the upper and lower respiratory tract with few errors	I can describe some functions of the upper and lower respiratory tract but with several errors	I can describe few or no functions of the upper and lower respiratory tract correctly	2	
Supportive Structure Functions (nares, nasal septum, nasal turbinates, glottis, cilia, mucous membranes, surfactant, sinuses, olfactory receptors, thoracic cavity, ribs, mediastinum, pleura, diaphragm)	I can accurately describe the functions of all supportive structures with no errors	I can describe most of the functions of all supportive structures with few errors	I can describe some functions of all supportive structures but with several errors	I can describe few or no functions of all supportive structures correctly	2	
Application and Integration	I thoroughly connect structure and function, showing deep understanding	I make clear connections between structure and function	I show basic or incomplete understanding of connections	I show little or no understanding of connections	3	

Total Score: 10 / 16

Student Reflection:

- What part of this topic do I understand best?
- What do I need to study or review further?

I understand the functions and the connections best. I need to study more of the structures more and what they do.

Lesson Objective: Identify and define the major muscular structures and functions of the muscular system.

Criteria	Advanced (4)	Mastery (3)	Developing (2)	Beginning (1)	My Score	Comments/Notes
Identification of Major Muscles of the Line	I can accurately identify all major muscles of the canine with no errors	I can correctly identify most major muscles with minor errors	I can identify some major muscles but with several errors	I can identify few or no major muscles correctly	2	
Attachments, Origin, Insertion	I can clearly identify and describe all associations with attachment	I can identify and describe most associations with attachment accurately	I can identify and describe some associations with attachment with limited detail	I cannot identify or describe associations with attachment accurately	2	
Relationships	I can accurately identify and define terms related to major muscular structures consistently with no errors	I can accurately identify and define terms of major muscular structures with few errors	I am inconsistent with identifying and defining terms of major muscular structures	I rarely identify or define terms of major muscular structures accurately	3	
Connections	I make clear connections between structure and function, showing deep understanding	I show basic or incomplete understanding of connections	I show little or no understanding of connections		3	

do I understand best? The terminology.

review further? Attachment associations.

Criteria	Advanced (4)	Mastery (3)	Developing (2)	Beginning (1)	My Score	Comments/Notes
Identify and describe the bones and supporting structures of the skeletal system	I can accurately identify all major long bones and key landmarks with no errors	I can correctly identify most major long bones with minor errors	I can identify some long bones but with several errors	I can identify few or no long bones correctly	4	
Identify and describe all supporting structures and their roles	I can clearly identify and describe all supporting structures and their roles	I can identify most supporting structures accurately	I can identify some structures with limited detail	I cannot identify or explain supporting structures accurately	3	
I consistently use correct anatomical terms accurately and actively	I use mostly correct terms with minor errors	I use limited or inconsistent terminology	I can define or use few or no terms accurately		3	
I thoroughly connect structure and function, showing deep understanding	I make clear connections between structure and function	I show basic or incomplete understanding of connections	I show little or no understanding of connections		3	

do I understand best? Identifying and recognizing landmarks or long bones

review further? I need to review the functions and how to organize combining structures



LESSON OBJECTIVE

RUBRIC:

IMPLEMENTATION



DISCUSS!

DISCUSS!

DISCUSS!



OPTIONS!

COMMON QUESTIONS:

- HOW DO I HANDLE PROCRASTINATION?
- WHAT IF A STUDENT WAITS UNTIL THEY GET ALL 4s?
- WHAT IF A STUDENT'S SELF-ASSESSMENT SCORE DOESN'T MATCH THEIR TEST SCORE?
- HOW DO I ENSURE THE STUDENT USES THE RUBRIC?



LESSON OBJECTIVE

RUBRIC:

MY EXPERIENCE

HOW DO I HANDLE PROCRASTINATION?

- HAVE A DUE DATE!!!!
 - FITS WITHIN YOUR TIME FRAME
 - PREVENTS WIDE LESSON GAPS
 - PREVENTS STUDENTS FROM FALLING WAY BEHIND IN CONTENT
 - STILL MEETS COMPONENTS OF MASTERY LEARNING

WHAT IF A STUDENT WAITS UNTIL THEY GET ALL 4S?

- STRESS WHAT IS IMPORTANT!!!
 - ACHIEVEMENT OF MASTERY DOES NOT MEAN **PERFECTION!!!!**

WHAT IF A STUDENT'S SELF-ASSESSMENT SCORE DOESN'T MATCH THEIR TEST SCORE?

- COMPARE RUBRIC WITH TEST QUESTIONS
- OPPORTUNITY FOR ONE-ON-ONE STUDENT MEETINGS!!!
 - QUESTION THE STUDENT
 - EXPLAIN THEIR PERSPECTIVE ON THEIR PERFORMANCE
 - PROVIDE CONSTRUCTIVE FEEDBACK
 - STUDY METHOD, LENGTH OF STUDY
 - CREATE A PLAN FOR NEXT ATTEMPT

HOW DO I ENSURE THE STUDENTS USE THE RUBRIC?

.....AND USE IT APPROPRIATELY!!!!

95.0%
86.7%
90.0%
84.0%
91.5%
83.1%
Retake - Score changed from 6/10; 60.0%
96.2%

82.9% - Retake 3/11/26: Score adjusted from 26/35; 74.3%
86.7% - Retake 3/11/26: Score adjusted from 11/15; 73.3%
Retake 2/19/26: Score adjusted from 8/12; 66.7%
Retake 3/11/26: Score adjusted from 25/30; 83.3%
56.7%

76.7%
63.6% - Retake 1/13/26 - Score adjusted from 6/11; 1st Attempt: 54.5%
85.7%
85.0%
89.3% - Retake 1/14/26: Score adjusted from 15/28; 53.6%
68.2% - Retake 1/20/26: Score adjusted from 12/22; 54.5% - Retake 1/20/26: Score adjusted from 10/22; 45.5%
85.0%

STUDENT GROWTH!

ANY QUESTIONS?



THANK YOU

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