**Original STEM Kit Checklist**

**70** */* R E S O U R C E S */ P B L 10 1 © 2 0 1 1 B U C K I N S T I T U T E F O R E D U C A T I O N*

Before turning in your STEM kit to your professor, use the following checklist to self-assess your work. You must also have another group assess your kit before turning it in for a summative evaluation. You must include a statement of evidence for each numbered line.

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| 1. **Involves at least one discipline: Science, Technology, Engineering, and Math. Evidence:** |  |  |  |
| 1. **Is not just inclusive, but *integrated*. The discipline selected involves core ideas, inquiry practices and crosscutting concepts.**   **Evidence:** |  |  |  |
| 1. **Uses projects and problems relevant to students’ interests and lives.**   **Evidence:** |  |  |  |
| 1. **Feedback was used from other preservice teachers from each respective grade level and reading levels were checked on all student cards.**   **Evidence:** |  |  |  |
| 1. **Challenges and stretches students’ thinking and problem solving abilities, but is not too hard (developmentally appropriate).**   **Evidence:** |  |  |  |
| 1. **The kits were tested with peers and a group of primary age students. (feedback was given and corrected for durability and clarity)**   **Evidence:** |  |  |  |
| 1. **Includes formative and summative assessment options.**   **Evidence:** |  |  |  |
| 1. **The kit is visually appealing to young children and includes all materials needed including safety procedures.**   **Evidence:** |  |  |  |

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| 1. **Is developmentally appropriate based on the recommendations from NAEYC and the content is appropriate based on the NGSS.**   **Evidence:** |  |  |  |
| 1. **The content provided is accurate, age-appropriate, and aligned with the selected standard and learning objectives.**   **Evidence:** |  |  |  |
| 1. **Communicated with faculty inside the School of Education, in public school, and in the College of Fine Arts and Humanities and used feedback to revise kit.**   **Evidence:** |  |  |  |
| 1. **Includes (3) tasks for students to complete.**   **Evidence:** |  |  |  |
| 1. **Involves student-to-student collaboration.**   **Evidence:** |  |  |  |
| 1. **Requires students to reflect and revise on design decisions if unsuccessful.**   **Evidence:** |  |  |  |