

## Generality Consideration Rubric – 2015-04-30

*For the history of this rubric, see the Box Notes under meeting notes & agendas, 2014-2015, small group meetings, and small group generality*

1. Student stays at 1 level (either general OR specific; no connections or switching between) (not recognizing that generality should/can happen (mechanism is different for each object); OR it would work, but you'd have to change the picture/model; OR It could happen, but I have to do this in class for my teacher. OR that's not what we did in class - we did something different than this.)
    1. It just should be specific, because that's what we did (e.g., "specific, because we are talking about those things not other stuff") [Score = 1]
    2. There is a benefit/reason why we want it to be specific (e.g., "specific, we should focus on this because if we draw general models we won't know what we are mixing and what the product is"; "general, you will have a general idea for other models" <-- *this is not a 3b because it is very vague about what "general idea" and what "other models" mean*) [Score = 2]
  2. Mapping components (*analogy to similar example*) - applying component to another context (e.g., analogy between Coke can and mirror), or *processes* (e.g., analogy of photosynthesis and teaching) - doesn't require actual recognition of the principle itself that is general. [Score = 3]
  3. Moving between a specific component/process/mechanisms to a class of components/processes/mechanisms or vice versa
    1. *Generalizing components* (e.g., the light bulb could be any light source) or *processes/mechanisms* from a specific case to a whole class of cases (e.g., Einstein example) - from specific to general? [Score = 4]
    2. *Applying generalizing components or processes* from a whole class of cases to a specific instance. (Light example in Leema's video case; in EAs: "i chose a because if you have a general model then you can use it for more than one chemical reaction") - from general to specific? [Score = 5]
  4. Identifying key features/boundary conditions of mechanism for contexts - could be discussing/comparing entire groups/classes of phenomena (e.g., Stina's interview example about specific models for chemical reactions vs. general models for open/closed systems.) -- recognizing that there are specific and general components to one model, or benefits to both specific models in some situations and general models in other situations) [Score = 6]
0. Student answers a question about generality by appealing to ONLY audience ("specific, because by making a model, you're showing what point you're proving"). *We will probably want to code these for audience instead.*

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