



Science Anchor Task Planning Guide

Indicators and Outcomes: (Have all the skills and/or concepts been taught previously?)

Name and Description of Anchor Activity:

Differentiation of Anchor: (How will you make it respectful of each ability level in the class?)

Instructional Task: (What do you have to do so all students can work on the anchor independently?)

Materials Needed: (What will students need? Where will the materials be?)

Anchor Task Management and Monitoring

Expectations: (When do you expect students to work on this?)

Due Date: (How much time do you want it to take? Will there be checkpoint due dates along the way?)

Points and/or Rubric: (What is the activity worth as a grade?)

Accountability: (What is collected? Where does finished work go? What is checked by the teacher?)

Additional Suggestions

- Introduce anchor activities to entire class
- Model all games or activities that are more involved
- If contracts are being used, go over contract with entire class to ensure everyone understands expectations
- Review scoring rubrics
- Establish consistent routines (where materials are kept, how anchors are turned in, what to do when students have questions and teacher is busy, etc.)
- Be clear on anchor activity expectations
- Be clear if activities are to be done in class only or can be worked on at home

Sample Generic Rubric

4	Exceeds the requirements, more creativity displayed, understanding of concept demonstrated at a deeper level
3	Meets all requirements of task, all scientific information is accurate, understanding of the concept is demonstrated, creativity is demonstrated
2	Most of scientific information is accurate, understandings of concepts partially developed, some or little creativity is displayed
1	Some or little scientific information is accurate, understanding of concept poorly developed, little or no creativity displayed