

Section IV Assessment 2 Rubric

UNIT PLAN RUBRIC

Weighted Score		5 Exceeds Expectations	4 Meets Expectations	3 Needs Improvement	2-0 Does Not Meet Expectations
X 1	TITLE & PURPOSE	Title & purpose are clear & align with standards	Title & purpose reflect contents	Title & purpose given	Title & purpose vague or missing
X 15	LESSON PLANS See attached lesson rubric	All components of the lesson plan are included and are of excellent quality	All components of the lesson plan are included to a satisfactory level	Some components of the lesson plan are missing or inadequately addressed	Most components of the lesson plan are missing or inadequately addressed
X 5	OBJECTIVES	Observable, relates to purpose, include higher level thinking skills	Observable relates to purpose	Objectives given	Objectives unclear or not related to purpose
X 5	ACTIVITIES	Meaningful, motivating, objective-based, open ended inquiry based	Objective based, meaningful student-centered	Objective based, meaningful	Activity limited or does not relate to objective
X 3	RESOURCES & MATERIALS	Creative, connect to “real world” & variety, effectively integrates technology	Variety of resources included, integrates technology	Resources included	Resources limited or not included
X 4	INTRODUCTION	Motivating attention-getting taps prior knowledge	Attention-getting, taps prior knowledge	Taps prior knowledge	Lesson introduction minimal or lacking
X 4	CLOSURE	Summarizes & includes lesson objectives and future plans	Summarizes & includes lesson objective	Summarizes	Closure limited or not connected to lesson objectives
X 5	MEETING INDIVIDUAL NEEDS	Provides choices and open-ended activities for all abilities	Students have choices & variety of tasks of varying levels	Student tasks align with objectives	Tasks partially allow or do not allow for individual differences
X 5	EVALUATION	Variety of assessment strategies included & consistent with objectives	Both pupil and teacher assessment included	Includes teacher or pupil assessment strategies	Limited or no assessment strategies included
X 3	ORGANIZATION AND QUALITY	Well-planned, sequential, clearly organized, thorough development	Organized, sequential	Some organization	Minimal or no organization and development
TOTAL					

LESSON PLAN RUBRIC (points possible: 100)

	Exceeds Expectation	Meets Expectations	Needs Improvement	Does Not Meet Expectations	Points Earned
Purpose-Goals 10 points	Matched and clearly connected to KS Standards; Major concepts and assumptions of learning are developmentally appropriate (10-9 points)	Matched but not clearly connected to KS standards; Most concepts and assumptions of learning are developmentally appropriate (8-6)	Not adequately matched or connected to KS Standards; Concepts and assumptions of learning are sometimes not clear or not listed (5-3)	Not matched or connected to KS Standards; Concepts and assumptions of learning are not clear or not listed (2-0)	
Objectives * Subject matter knowledge, skills and application Reasoning ability 20 points	Objectives are obviously observable and measurable; Clearly stated application of subject matter knowledge and skills; Includes the three domains; cognitive, affective, psychomotor – across all reasoning levels; lower, middle, high (20-19 points)	Objectives are somewhat observable and measurable ; Stated application of subject matter knowledge and skills; Some domains are included, but not all three or not across all levels (17-15)	Objectives are either not observable or not measurable; Minimal application of subject matter knowledge and skills; Domains and levels are addressed limitedly (14-8)	Objectives are not observable and also are not measurable; Application of subject matter knowledge and skills not evident; Domains and levels are not addressed (14-0)	
Anticipatory Set 5 points	Lesson is creatively opened by tapping interest & prior knowledge, and procedures are described (5-4 points)	Some attempt to open lesson by tapping interest & prior knowledge, and describe procedures (3-2)	Limited attempt to tap interest & prior knowledge, and describe procedures (1)	Does not tap interest & prior knowledge, and describe procedures (0)	
Procedures 20 points	Detailed all content and resources required for instruction; Includes a variety of teaching strategies using Multiple; Intelligences theory; Used multiple methods or inquiry for student learning incorporating Bloom’s taxonomy; effective use of technology (20-18 points)	Detailed some content required for instruction; Some teaching strategies included with use of MI theory; Some methods of student inquiry listed; some open ended questions included; appropriate use of technology (17-15)	Limited details provided to teach content; Teaching strategy not clear or MI theory not evident; Limited methods of student inquiry used; lower level questioning; some use of technology (14-12)	Details are not provided to teach content; Teaching strategy not clear or MI theory not evident; Methods of student inquiry not evident; lower level questioning; limited use of technology (11-0)	
Special Accommodati ons 20 points	Specific strategies designed to promote success for all students based on Time-Circumstances, Tasks, Communication, Response Modes; Differentiated Instruction clearly evident (20-18 points)	Strategies designed to allow success for most students based on Time-Circumstances, Tasks, Communication, Response Modes; Some Differentiated Instruction evident (17-15)	Some strategies not specific enough to support student learning based on Time-Circumstances, Tasks, Communication, Response Modes; Limited evidence of Differentiated Instruction (14-12)	Strategies not specific enough to support student learning based on Time-Circumstances, Tasks, Communication, Response Modes; No evidence of Differentiated Instruction (11-0)	
Closure 5 points	Summary provided to reinforce learning and link to future learning (5-4 points)	Some summary provided to reinforce learning (3-2)	Limited use of summary to reinforce learning (1)	Summary not evident or does not reinforce learning (0)	
Assessment 20 points	Appropriate and connected to all objectives Specific description of both formative and summative assessments; Details at least two different ways to represent learning; e.g. concept map, quiz, reflective response (20-18 points)	Appropriate; connected to some objectives; Plans for both formative and summative assessment; States at least two different ways to represent learning; e.g. concept map, quiz, reflective response (17-15)	Connected to objectives to a limited degree; Plans for either formative or summative assessment; States one way to represent learning; e.g. concept map, quiz, reflective response (14-12)	Not connected to objectives or not appropriate; Does not include plans for either formative or summative assessment; Does not include any ways to represent learning (11-0)	
*Objectives are evaluated in each education course as specific to requirement and content.				Total Points Earned:	