

## **LESSON PLANS RUBRIC – 10%**

### **A (100-90):**

Essential Question: Meets most of the criteria as adapted from Wiggins, p. 110:

- Causes genuine and relevant inquiry into the big ideas and core content.
- Provokes deep thought, discussion, inquiry, new understanding, more questions.
- Requires students to consider alternatives, weigh evidence, support their answers.
- Stimulates vital, ongoing rethinking of big ideas and assumptions.
- Sparks meaningful connections with prior learning.
- Naturally recurs, creating opportunities for wider connections.

Thematic Standards: Accurately lists appropriate standards.

History Indicators: Accurately lists appropriate indicators.

Learner Background: Accurately estimates what students may already know about the subject.

Student Objectives: Clearly and creatively meet the “Content, Behavior, Condition, and Criterion” tests

Materials/Resources: Accurately estimates what materials might be needed.

Initiation: Has potential to engage students actively in learning; is content oriented.

Learning Activities: Clearly listed to an appropriate degree of specificity. Transitions are managed very well. The activities reflect the objectives completely. Activities are designed to be student-centered.

Closure: Effectively allows students to draw conclusions from the lesson. Ties up important points and makes connections to wider issues and themes in the unit.

Assessment: Clear and effective means to determine level of student learning. Moves beyond “I’ll just ask them questions.”

Strategy for Differentiated Instruction: Clearly and creatively meets a variety of student needs for accommodation.

### **B (89-80):**

Essential Question: Meets many of the criteria as adapted from Wiggins, p. 110:

- Causes genuine and relevant inquiry into the big ideas and core content.
- Provokes deep thought, discussion, inquiry, new understanding, more questions.
- Requires students to consider alternatives, weigh evidence, support their answers.
- Stimulates vital, ongoing rethinking of big ideas and assumptions.
- Sparks meaningful connections with prior learning.
- Naturally recurs, creating opportunities for wider connections.

Thematic Standards: Accurately lists appropriate standards.

History Indicators: Accurately lists appropriate indicators.

Learner Background: Accurately estimates what students may already know about the subject.

Student Objectives: Clearly meet the “Content, Behavior, Condition, and Criterion” tests

Materials/Resources: Accurately estimates what materials might be needed.

Initiation: Has potential to engage students actively in learning; is content oriented.

Learning Activities: Clearly listed to an appropriate degree of specificity. Transitions are managed well. The activities reflect the objectives fairly completely. Activities are designed to be student-centered.

Closure: Allows students to draw conclusions from the lesson. Ties up important points and only tangentially makes connections to wider issues and themes in the unit.

Assessment: Effective means to determine level of student learning. Moves beyond "I'll just ask them questions."

Strategy for Differentiated Instruction: Clearly meets a variety of student needs for accommodation.

### **C (79-70):**

Essential Question: Meets some of the criteria as adapted from Wiggins, p. 110:

- Causes genuine and relevant inquiry into the big ideas and core content.

- Provokes deep thought, discussion, inquiry, new understanding, more questions.

- Requires students to consider alternatives, weigh evidence, support their answers.

- Stimulates vital, ongoing rethinking of big ideas and assumptions.

- Sparks meaningful connections with prior learning.

- Naturally recurs, creating opportunities for wider connections.

Thematic Standards: Accurately lists appropriate standards.

History Indicators: Accurately lists appropriate indicators.

Learner Background: Accurately estimates what students may already know about the subject.

Student Objectives: Meet the "Content, Behavior, Condition, and Criterion" tests

Materials/Resources: Accurately estimates what materials might be needed.

Initiation: Has some potential to engage students actively in learning; is content oriented.

Learning Activities: Listed to an appropriate degree of specificity. Transitions are either not addressed or not managed well. The activities reflect the objectives to some degree. Activities are designed to be student-centered.

Closure: Does not allow students to draw conclusions from the lesson. Fails to tie up important points and only tangentially makes connections to wider issues and themes in the unit.

Assessment: Ineffective or unclear means to determine level of student learning.

Strategy for Differentiated Instruction: Meets a variety of student needs for accommodation.

**Below C (<70):** These lesson plans are either incomplete, vague to the point of being practically intelligible, have serious content knowledge errors, or have such serious problems with the essential question, initiation, learning activities, or closure that they are seriously flawed and unworkable.