

EDU 331/EDG564 Lesson Demonstration Rubric

	Exceeds Expectations (4 points)	Proficient (3 points)	Emerging (2 points)	Unsatisfactory (1 point)
<p>Anticipatory Set</p> <p>Engagement</p>	<p>1• Motivates students</p> <p>2• Connects learning to “real life”</p> <p>3• Students see concepts as relevant to them</p>	<p>In addition to “emerging” criteria:</p> <p>1• Relates the experience of every student to the objectives of the lesson</p>	<p>1• Focuses student attention on lesson</p> <p>2• Creates organizing framework for lesson</p>	<p>Not evident, or no connection to lesson</p>
<p>Lesson Goals (on written plan)</p> <p>CCS and NGSS</p>	<p>1• Establish high expectations, relate to curriculum frameworks and standards</p> <ul style="list-style-type: none"> • Includes science processes <p>2• All are measurable, written in the form of student learning</p> <p>3• All permit viable assessment</p> <p>4• Take into account the varying learning needs of individuals or groups of students</p>	<p>1• Represent appropriate expectations and conceptual understanding</p> <ul style="list-style-type: none"> -Includes science processes <p>2• Most are clear but may include a few activities</p> <p>3• Most permit viable methods of assessment.</p> <p>4• All are suitable for most students</p>	<p>1• Are moderately clear</p> <p>2• Include combination of goals & activities and processes</p> <p>3• Some do not permit viable methods of assessment</p> <p>4• Most are suitable for most students in the class</p>	<p>1• Represent low expectations or no conceptual understanding for students</p> <p>2• Are not clear or are stated as student activities</p> <p>3• Do not permit viable methods of assessment</p> <p>4• Not suitable for the class</p>
<p>Delivery of Content</p> <p>Explore/Explain</p>	<p>In addition to “proficient” criteria:</p> <p>1• Students contribute to lesson content</p>	<p>1• Engages students</p> <p>2• Links well with students’ knowledge and experience</p>	<p>1• Inconsistent in quality (see proficient and unsatisfactory descriptions)</p>	<p>1• Students seem confused or unengaged</p> <p>2• Uses poor examples and analogies</p>
<p>Directions and Procedures</p>	<p>1• Clear to students</p> <p>2• Anticipate possible student misunderstanding</p> <p>3• Effective scaffolding is given/ apparent during student activity</p>	<p>1• Clear to students</p> <p>2• Contain an appropriate level of detail</p> <p>3• Modeling is done which provides scaffolding for student task</p>	<p>1• Clarified after initial student confusion or excessively delayed</p> <p>2• Teacher models student task</p>	<p>1• Confusing to students</p> <p>2• No example or modeling provided</p>

<p>Communication Skills</p> <p>(Verbal, nonverbal, written, visual, kinesthetic)</p>	<p>1• Correct and expressive 2• Well-chosen vocabulary enriches the lesson 3• Examples are given in various forms (verbal, non-verbal), all of which enhance the lesson 4• Appropriate alignment of forms of communication</p>	<p>1• Clear and correct 2• Vocabulary is appropriate to students age and interests 3• Presentation implements many forms of communication</p>	<p>1• Audible/legible 2• Used correctly 3• Vocabulary is correct but may be limited or not appropriate to student ages or backgrounds 4• More than one form of communication is used</p>	<p>1• Inaudible/ illegible 2• Contains many grammar and syntax errors 3• Vocabulary may be inappropriate, vague, or used incorrectly, leaving student confused 4• Only one form of communication is used</p>
<p>Questioning Strategies/ Discussion Techniques</p>	<p>1• Uniformly high-quality questions 2• Adequate wait time for student response 3• Students assume some responsibility for success of discussion, unsolicited contributions 4• All voices are heard</p>	<p>1• Mostly high-quality questions 2• Adequate wait time for student response is given 3• Interactions represent true discussion, with teacher stepping, aside when appropriate 4• Most students are engaged</p>	<p>1• Combination of low- & high-quality questions 2• Some attempt is made to engage some students in a true discussion, with uneven results 3• Attempt is made to engage all students in discussion with limited success</p>	<p>1• Poor quality questions 2• Interaction is predominantly recitation-style, with teacher mediating all questions and answers 3• Only a few students participate in the discussion</p>
<p>Assessment</p>	<p>1• Proposed approach is completely congruent with the lesson outcomes, both in content and process 2• Criteria are clear and have been clearly communicated to students. 3• Results are used by both teacher and students in planning</p>	<p>1• All outcomes are assessed nominally, but the proposed approach is more suitable to some than others 2• Criteria are clear and have been communicated to students 3• Results are used to plan for individuals and groups of students</p>	<p>1• Some lesson outcomes are assessed 2• Criteria and standards are given, but are either not clear or have not been communicated to students 3• Results are used to plan for the class as a whole</p>	<p>1• Content and methods of assessment lack congruence with lesson outcomes 2• Proposed approach contains no clear criteria or standards</p> <p>• Assessment is used minimally or not at all to plan instruction</p>
<p>Closure</p>	<p>In addition to “proficient” criteria: 1• Connects student learning to future goals/experiences</p>	<p>1• Addresses major concepts/skills that students have acquired 2• Aligns with student outcomes</p>	<p>1• Evident, but with loose connection to outcomes and activities</p>	<p>1• Not evident, or not connected to outcomes or activities</p>
<p>Transitions and Materials</p>	<p>Transitions and handling of materials are seamless,</p>	<p>Transitions and handling of materials occur smoothly, most of the time, with little</p>	<p>Transitions and handling of materials are sporadically efficient, resulting</p>	<p>Much time is lost during transition of activities and/or handling of materials</p>

		loss of instructional time	in some loss of instructional time	
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Planning	1• Lesson or unit structure is clear and allows for different pathways according to student need	1• Lesson or unit has clearly defined structure that activities are organized around 2• Time allocations are reasonable	1• Lesson or unit has a recognizable structure, but may not be uniformly maintained throughout 2• Most time allocations are realistic	1• Lesson or unit has no clearly defined structure, or the structure is chaotic 2• Time allocations re unrealistic
Pacing	Pacing of the lesson is appropriate for all students	Pacing of the lesson is appropriate for most students	Pacing of lesson is appropriate on occasion	Lesson is too slow or rushed, or both
Knowledge of and Enthusiasm for Content	1• Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance 2• Teacher displays extensive content knowledge, with evidence of continuing such knowledge	1• Teacher conveys genuine enthusiasm for the subject which is reflected in their interaction with students 2• Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines	1• Teacher communicates the importance of the work, but with little conviction and only minimal apparent buy-in by students 2• Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines	1• Teacher or students convey a negative attitude towards the content, suggesting the content is not important or is mandated by others 2• Teacher makes constant errors or does not correct errors made by students

Accuracy	In addition to "proficient" criteria: 1• Teacher cites many examples from the lesson and can weigh the relative strength of each	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general reference to support the judgment	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson
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Scoring:

- A 48 – 42
- B + 41 - 35
- B 34 - 28
- C+ 27 - 21
- C 20- 14