Name: _____ Reviewer: _____

## Lesson Plan Scoring Rubric

| Unacceptable (0 points) | Needs Work (1 points) | Developing (2 point) | Proficient (3 points) | Score |
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| **A. Guiding Question(s):** The goal of your lesson should be inquiry oriented. Students' attention should be focused on answering one or two key questions based on empirical evidence. Remember that teacher simply asking lots of questions does not an inquiry lesson make. | | | | |
| Guiding question(s) not included. | Guiding question(s) are included but are not appropriate to student inquiry and/or very poorly worded. | Guiding question(s) are included, are appropriate, but poorly worded. | Guiding question(s) are included, appropriate, and well worded. | |
| **B. Student Performance Objective(s):** What, more specifically, are the students expected to know and be able to do at the end of the lesson? Include content knowledge, intellectual skills, and dispositions as appropriate. Your objectives should have readily observable behaviors or performance tasks. Students must be made aware of day-to-day objectives. | | | | |
| Poorly written objectives; written more like teacher goals; not performance-based; or not provided. | Objectives are a mix of teacher goals and student performance-based tasks; objectives exhibit poor word choice and uses terms such as "understand" or "able to" for performance task. | States unit's major and minor science content and intellectual process skills objectives using observable behaviors. | Developing plus includes due consideration for student dispositions. | |
| **C. Science Content and Standards:** List here the order of science content as it will be taught as well as the corresponding Illinois Learning Standard(s). Please cite similar to the following: 13A1c for ILS objectives and "Working in Groups" for ILS Applications of Learning. | | | | |
| Fails to include alignment table between student activities and Illinois Learning Standards. | Includes a table showing alignment between some student activities and Illinois Learning Standards, but not all. | Includes a table showing alignment between major and minor student activities and Illinois Learning Standards. | Developing plus includes National Science Education Standards A-L in alignment table as appropriate. | |
| **D. Alternative Conceptions:** List here any alternative conceptions (preconceptions that students might bring to this subject matter and misconceptions that they might develop) as a result of studying the content of this lesson. Be certain to cite your reference(s). | | | | |
| Little to no consideration for alternative conceptions. | Lists only a very limited array of students' alternative conceptions; doesn't not cite reference(s). | Lists a good variety of preconceptions and misconceptions that students have in relation to subject matter of unit. Clearly referenced. | Developing plus links various alternative conceptions to specific classroom activities. | |
| **E. Instructional Approach(es):** Indicate which active learning strategies you will employ in this inquiry lesson such as discovery learning, interactive demonstration, inquiry lesson, inquiry lab, hypothetical inquiry, problem/project based learning, case study, discussion, etc. Good inquiry-oriented lessons also will include activities from each of the three following categories: individualized, small group, and whole group. | | | | |
| More emphasis on didactic teaching; less emphasis on students constructing understanding from experiences; little to no consideration for student groupings. | A roughly equal mix of teacher-centered and student-centered pedagogy; equal emphasis on transmitting knowledge and discovering knowledge; some consideration for student groupings, but does not show planning required to use them effectively. | Provides a detailed overview of diverse and effective teaching procedures that are student student-centered; addresses classroom atmosphere and student management; explains how a variety of diverse student groupings will be used to construct meaning from science experiences and develop dispositions for further inquiry and learning. | Developing, and clearly includes use of formal cooperative learning strategies a la Johnson & Johnson, *Circles of Learning* (Pig's FACE acronym). | |
| **F. Introduction**: You will want to link the current lesson with any previous lesson that is somehow related. (Recall that you are required to produce a series of two (2) lesson plans that flow one into the next.) The anticipatory set is included to ensure that the students are ready for this lesson as the next lesson in a series of lessons. These introductory activities focus student attention, provide for review or a very brief practice on previous objectives, and develop readiness for the current lesson. This is a good time to elicit students' alternative conceptions. | | | | |
| Fails to provide for any sort of transitional activity. | References but not in any way review prior learning activities as they relate to this | Makes a cursory effort to review prior learning or does better but does not related it to the current lesson; makes weak attempt to elicit | Does a thorough job of reviewing prior learning and relates it to the | |

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| | lesson. | students' alternative conceptions if appropriate. | current lesson; elicits, confronts, and resolves students' alternative conceptions if appropriate. | |
| **G. Instructional Activities and Accommodations:** List instructional activities to help all students (including those with disabilities) accomplish the stated objectives. Include estimated times for each activity and how you will address special needs. Students should be actively engaged in such things as hypothesizing, experimenting, data collection, data analysis, data interpretation, and drawing conclusions based upon empirical evidence. See the Inquiry Lesson Scoring Rubric for pertinent teacher and student behaviors as they relate to inquiry-oriented lessons. | | | | |
| Activities clearly fail to correspond to student performance objectives. | Activities correspond to student performance objectives, but appear to be teacher centered. | Good variety of student-centered activities well designed to help students achieve student performance objectives; elicits, confronts, and resolves student alternative conceptions as appropriate. | Developing plus details provided to such an extent that anyone can easily teach the lesson following the descriptions provided. | |
| **H. Checking for Understanding:** How will you as teacher determine if the student performance objective(s) for the day's lesson has been achieved? How will you assess the objectives in an informal though meaningful manner? | | | | |
| No consideration shown for student comprehension or no review of lesson's student performance objectives. | Reviews the lesson objects for students, but conducts summary of student learning by self. | Reviews the lesson objectives for students, but does a poor job of eliciting students' input or alternative conceptions; provides some of the summary for the students. | Reviews the lesson objectives for students, and does a good job of eliciting students' understanding in relation to the lesson's student performance objectives including alternative conceptions. | |
| **I. Extensions/Homework:** Explain how you will teach <u>explicitly</u> about the nature of science, its unifying concepts, the philosophy of science, issues of science and technology and/or the processes of science during your lesson. What projects or homework activities will you assign to your students to help them internalize and better understand the intended learning of this lesson? | | | | |
| No consideration given to any form of extension; no homework suggested. | Only extension or homework given, not both. | Gives both extension and homework information, but is a bit sketchy. | Gives both extension and homework information, and provides enough detail about the extension work that any one could teach it given the information provided. | |
| **J. Materials and Safety:** What materials will you need to teach your lesson? Do any of your materials represent a safety hazard? If so, what precautions will you take to protect your students? | | | | |
| No consideration given for the use of materials. | Makes very limited use of instructional materials; no mention of safety considerations. | Make considerable use of only a limited amount of instructional materials; notes safety precautions as appropriate. | Uses a variety of material resources to conduct lesson including such things as demonstrations and/or simulations to provide for multiple modes of learning as appropriate; notes appropriate safety precautions if appropriate. | |
| **K. Backup Plan:** No lesson plan should be written without considering the possibility that students will complete their tasks faster than expected. Every lesson plan should, therefore, include meaningful back up activities. The backup plan should not consist of having students work on an assignment intended for homework. | | | | |
| No consideration given for activities that can be used to fill extra time in a meaningful fashion. | Uses homework for a back up plan. | Provides an insubstantial or meaningless activity as a back up plan. | Makes excellent use of extra time to introduce valuable and meaningful extension activities (e.g., NOS case studies) even if they don't relate directly to topic of the lesson. | |

Total Score _____ out of 33 points or _____%

**Reviewer's Comments:**