Lesson design rubric: learning approach (5e)

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|  | 1\*Objective is Not Met | 2\*Objective is Somewhat Met | 3 Objective is Met |
| **Engage***Capture interest and establish prior knowledge* | * Purpose of lesson is not clear or prior knowledge is not accessed.
* Essential questions or objectives are not clarified.
 | * Activity may be engaging, and essential questions or objectives may be mentioned, but connections are not drawn between objectives, prior knowledge, and activity purpose.
 | * Purpose and/or relevance of lesson is established.
* Student prior knowledge is elicited and/or activated.
* Essential/guiding questions or objectives are employed and continually revisited throughout.
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| **Explore***Construct knowledge through questioning and active engagement in a learning task* | * Students are not actively engaged in the learning task and are not provided the opportunity for discourse.
* Instructor retains intellectual control of the session, or technology integration is not intentional.
 | * Students are either not engaged or not provided the opportunity for discourse.
* Materials/technology do not provide opportunities for students to interact with content.
* Instructor role supplants student role in the activity.
 | * Students engage actively in a learning task.
* Students are provided with opportunities for discourse.
* Materials/technology help students interact with content in a meaningful way.
* Instructor’s role is facilitation rather than delivery of information to the largest possible extent.
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| **Explain***Interpret, clarify, and refine learning* | * Real-world connections are not present or explicit. Peer and teacher feedback are not present.
* All information is provided by the teacher.
 | * Some connections are made, but real-world connections are not explicit.
* Student interaction is somewhat present to help build understanding.
 | * Lesson provides opportunity for students to connect the learning activity with authentic learning and/or connect to the real-world.
* Lesson provides opportunity for students to ask questions and receive teacher and peer feedback that helps gauge their understanding.
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| **Extend***Apply and generalize learning* | * No collaboration is present.
 | * Some collaboration is present.
 | * Lesson includes collaboration.
* Lesson includes creation of new learning structures (where applicable).
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| **Evaluate***Assess learning* | * Assessment is not present or only present as summative assessment at the end of the lesson.
 | * Formative assessments are present, but there is no culminating product that articulates or synthesizes new knowledge.
 | * Formative and summative assessments of learning progress are present.
* Culminating product or presentation articulates or synthesizes new knowledge.
* Evaluation includes open-ended questions about new learning.
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