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. |
| **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. |
| **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. |
| **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). |
| **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. |