

LESSON DESIGN RUBRIC: LEARNING APPROACH (5E)

	1*	2*	3
	Objective is Not Met	Objective is Somewhat Met	Objective is Met
<p>Engage</p> <p><i>Capture interest and establish prior knowledge</i></p>	<ul style="list-style-type: none"> ■ Purpose of lesson is not clear or prior knowledge is not accessed. ■ Essential questions or objectives are not clarified. 	<ul style="list-style-type: none"> ■ Activity may be engaging, and essential questions or objectives may be mentioned, but connections are not drawn between objectives, prior knowledge, and activity purpose. 	<ul style="list-style-type: none"> ✓ 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.
<p>Explore</p> <p><i>Construct knowledge through questioning and active engagement in a learning task</i></p>	<ul style="list-style-type: none"> ■ 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. 	<ul style="list-style-type: none"> ■ 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. 	<ul style="list-style-type: none"> ✓ 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.
<p>Explain</p> <p><i>Interpret, clarify, and refine learning</i></p>	<ul style="list-style-type: none"> ■ Real-world connections are not present or explicit. Peer and teacher feedback are not present. ■ All information is provided by the teacher. 	<ul style="list-style-type: none"> ■ Some connections are made, but real-world connections are not explicit. ■ Student interaction is somewhat present to help build understanding. 	<ul style="list-style-type: none"> ✓ 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.

<p>Extend</p> <p><i>Apply and generalize learning</i></p>	<p>■ No collaboration is present.</p>	<p>■ Some collaboration is present.</p>	<ul style="list-style-type: none"> ✓ Lesson includes collaboration. ✓ Lesson includes creation of new learning structures (where applicable).
<p>Evaluate</p> <p><i>Assess learning</i></p>	<p>■ Assessment is not present or only present as summative assessment at the end of the lesson.</p>	<p>■ Formative assessments are present, but there is no culminating product that articulates or synthesizes new knowledge.</p>	<ul style="list-style-type: none"> ✓ 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.