HIED 3010/4323/4324/4325

Common Core Lesson Plan

Formative Rubric

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|  | Not yet | Met |
| Lesson opening | Lesson plan is missing one or more of the elements in the met column. Identify which element is missing and assure that element is addressed in subsequent revisions or future lesson plans. | \_\_Bell ringer activity is planned that has content significance  \_\_Opening segment of the lesson provides: (a) a review of the previous learned material or skills; (b) an activity that centers students on the content to be covered in the coming lesson; **OR** (c) engages students’ experiential knowledge through a relevant example  \_\_\_ Plans demonstrate how this lesson builds on previous lessons |
| Lesson essential question | Lesson plan is missing one or more of the elements in the met column. Identify which element is missing and assure that element is addressed in subsequent revisions or future lesson plans. | \_\_Asks “big picture” question around big ideas and concepts  \_\_Question is taken directly for the NC Essential Standards  \_\_Provides outlet for multiple answers  \_\_Requires student to either (a) think about the process they use to understand something ; (b) make a decision; (c) explain a plan of action; **OR** (d) justify a decision or plan of action |
| Lesson focal understanding | Lesson plan is missing one or more of the elements in the met column. Identify which element is missing and assure that element is addressed in subsequent revisions or future lesson plans. | \_\_Focuses the lesson content around a central argument or thesis  \_\_Is worded as a thesis statement, meaning it takes a defendable position  \_\_Plan includes usage of \*advance organizer presented prior to learning |
| Content strategy | Lesson plan is missing one or more of the elements in the met column. Identify which element is missing and assure that element is addressed in subsequent revisions or future lesson plans. | \_\_Plan presents appropriate content  \_\_Plan presents content in a logical/appropriate sequence  \_\_Planned content examples are linked to larger concepts in the NC Essential Standards  \_\_Some organizational tool/strategy is planned to assist retention of content  \_\_Planned content delivery strategy is developmentally appropriate for target audience |
| Source analysis strategy | Lesson plan is missing one or more of the elements in the met column. Identify which element is missing and assure that element is addressed in subsequent revisions or future lesson plans. | \_\_Source to be analyzed relates DIRECTLY to the content planned in earlier segment  \_\_Source to be analyzed is developmentally appropriate for the target audience  \_\_Plan includes a strategic approach to source analysis (e.g. uses \*Graphic Organizers, #SKIDS, #APPARTS, #AIPAI, #TICK, etc) where STUDENTS are engaged in either analysis or interpretation of a source  \_\_Plans include process for employing *gradual release* when developing source analysis skills |
| Writing/synthesis strategy | Lesson plan is missing one or more of the elements in the met column. Identify which element is missing and assure that element is addressed in subsequent revisions or future lesson plans. | \_\_Plans provide a process where students are required to connect the content delivered to the source analyzed  \_\_Plans provide a strategic approach for addressing prompts and questions  \_\_Plans require students to explain a phenomenon from the sources and/or content, tell a story, or argue a position  \_\_Planned task requires student to support explanation, narrative, or argument with evidence from the sources and lesson content  \_\_Plans include process for employing *gradual release* when developing explanatory, narrative, or argumentative skills |
| Assessment | Lesson plan is missing one or more of the elements in the met column. Identify which element is missing and assure that element is addressed in subsequent revisions or future lesson plans. | \_\_Either formal or informal assessments are planned  \_\_Assessments align with lesson content and skills taught  \_\_Assessments allow collection of observable, demonstrable, or measurable evidence of student learning |
| Reflection | Lesson plan is missing one or more of the elements in the met column. Identify which element is missing and assure that element is addressed in subsequent revisions or future lesson plans. | \_\_Planned closing segment requires students to address/answer lesson essential question  \_\_Planned closing segment provides opportunity to reflect on personal and content significance of topic  \_\_Plans include link to next lesson |

\*ECU TQP Instructional Strategy #ECU HIED TQP Companion Strategy