

HIED 3010/4323/4324/4325
Common Core Lesson
Formative Rubric

	Not yet	Met
Lesson opening	Lesson 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 lessons.	<input type="checkbox"/> Bell ringer activity is employed that has content significance <input type="checkbox"/> 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 <input type="checkbox"/> Dialogue about how lesson builds on previous lessons
Setting the stage for instruction	Lesson 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 lessons.	<input type="checkbox"/> Presentation of an essential question that (a) is clearly posted in the room; (b) is derived directly from concepts in NCESSS; and (c) is overtly developed in the lesson <input type="checkbox"/> Lesson content is focused around a central argument or thesis <input type="checkbox"/> Makes use of *advance organizer presented prior to learning
Content segment	Lesson 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 lessons.	<input type="checkbox"/> Development of content examples that link overtly to the concept(s) presented in the essential question <input type="checkbox"/> Presents appropriate and accurate content <input type="checkbox"/> Presents content in a logical/appropriate sequence <input type="checkbox"/> Some organizational tool/strategy is employed to assist retention of content
Source analysis segment	Lesson 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 lessons.	<input type="checkbox"/> Analyzed source relates DIRECTLY to the content planned in earlier segment <input type="checkbox"/> Analyzed source is developmentally appropriate for the target audience <input type="checkbox"/> Lesson engages students in either analysis or interpretation of a history/social studies source <input type="checkbox"/> Employs <i>gradual release</i> as source analysis skills are developed

<p>“Writing” segment (does not necessarily have to be a written product – can be synthesis activity, discussion, or communication skill building exercise)</p>	<p>Lesson 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 lessons.</p>	<p>__ Lesson activity connects the content delivered to the source analyzed __ Uses a strategic approach for addressing prompts and questions __ Activity requires students to explain a phenomenon from the sources and/or content, tell a story, or argue a position __ Activity requires student to support explanation, narrative, or argument with evidence from the sources and lesson content __ Lesson delivery includes process for employing <i>gradual release</i> when developing explanatory, narrative, or argumentative skills</p>
<p>Assessments within lesson</p>	<p>Lesson 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 lessons.</p>	<p>__ Either formal or informal assessments were used in lesson __ Assessments align with lesson content and skills taught __ Assessments allowed collection of observable, demonstrable, or measurable evidence of student learning</p>
<p>Closing segment</p>	<p>Lesson 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 lessons.</p>	<p>__ Closing segment required students to address/answer lesson essential question __ Closing segment linked content of lesson to advance organizer and/or broad lesson concepts (as a review) __ Link was made to next lesson</p>

*ECU TQP Instructional Strategy

#ECU HIED TQP Companion Strategy