**HIED lesson plan formative Rubric**

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|  | **Not yet** | **Met** |
| **Lesson opening 1**  | Points:**2.1** (2.1%)This element is missing. You need to assure that this element is addressed in subsequent revisions or future lesson plans. | Points:**3** (3%)Bell ringer activity is planned that has content significance |
| **Lesson opening 2**  | Points:**2.1** (2.1%)This element is missing. You need to assure that this element is addressed in subsequent revisions or future lesson plans. | Points:**3** (3%)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 |
| **Lesson opening 3**  | Points:**2.1** (2.1%)This element is missing. You need to assure that this element is addressed in subsequent revisions or future lesson plans. | Points:**3** (3%)Plan demonstrate how this lesson builds on previous lessons |
| **LEQ 1**  | Points:**2.1** (2.1%)This element is missing. You need to assure that this element is addressed in subsequent revisions or future lesson plans. | Points:**3** (3%)Asks “big picture” question around big ideas and concepts |
| **LEQ 2**  | Points:**2.1** (2.1%)This element is missing. You need to assure that this element is addressed in subsequent revisions or future lesson plans. | Points:**3** (3%)Question is taken directly from the NC Essential Standards |
| **LEQ 3**  | Points:**2.1** (2.1%)This element is missing. You need to assure that this element is addressed in subsequent revisions or future lesson plans. | Points:**3** (3%)Provides outlet for multiple answers |
| **LEQ 4**  | Points:**2.1** (2.1%)This element is missing. You need to assure that this element is addressed in subsequent revisions or future lesson plans. | Points:**3** (3%)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 |
| **Focal understanding 1**  | Points:**2.1** (2.1%)This element is missing. You need to assure that this element is addressed in subsequent revisions or future lesson plans. | Points:**3** (3%)Focuses the lesson content around a central argument or thesis |
| **Focal understanding 2**  | Points:**2.1** (2.1%)This element is missing. You need to assure that this element is addressed in subsequent revisions or future lesson plans. | Points:**3** (3%)Is worded as a thesis statement, meaning it takes a defend-able position |
| **Focal understanding 3**  | Points:**2.1** (2.1%)This element is missing. You need to assure that this element is addressed in subsequent revisions or future lesson plans. | Points:**3** (3%)Plan includes usage of \*advance organizer presented prior to learning |
| **Content strategy 1**  | Points:**2.8** (2.8%)This element is missing. You need to assure that this element is addressed in subsequent revisions or future lesson plans. | Points:**4** (4%)Plan presents appropriate content |
| **Content strategy 2**  | Points:**2.1** (2.1%)This element is missing. You need to assure that this element is addressed in subsequent revisions or future lesson plans. | Points:**3** (3%)Plan presents content in a logical/appropriate sequence |
| **Content strategy 3**  | Points:**2.8** (2.8%)This element is missing. You need to assure that this element is addressed in subsequent revisions or future lesson plans. | Points:**4** (4%)Planned content examples are linked to larger concepts in the NC Essential Standards |
| **Content strategy 4**  | Points:**2.1** (2.1%)This element is missing. You need to assure that this element is addressed in subsequent revisions or future lesson plans. | Points:**3** (3%)Some organizational tool/strategy is planned to assist retention of content |
| **Content strategy 5**  | Points:**2.8** (2.8%)This element is missing. You need to assure that this element is addressed in subsequent revisions or future lesson plans. | Points:**4** (4%)Planned content delivery strategy is developmentally appropriate for target audience |
| **Source analysis 1**  | Points:**2.1** (2.1%)This element is missing. You need to assure that this element is addressed in subsequent revisions or future lesson plans. | Points:**3** (3%)Source to be analyzed relates DIRECTLY to the content planned in earlier segment |
| **Source analysis 2**  | Points:**2.8** (2.8%)This element is missing. You need to assure that this element is addressed in subsequent revisions or future lesson plans. | Points:**4** (4%)Source to be analyzed is developmentally appropriate for the target audience |
| **Source analysis 3**  | Points:**2.1** (2.1%)This element is missing. You need to assure that this element is addressed in subsequent revisions or future lesson plans. | Points:**3** (3%)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 |
| **Source analysis 4**  | Points:**2.8** (2.8%)This element is missing. You need to assure that this element is addressed in subsequent revisions or future lesson plans. | Points:**4** (4%)Plans include process for employing gradual release when developing source analysis skills |
| **Writing/synthesis strategy 1**  | Points:**2.1** (2.1%)This element is missing. You need to assure that this element is addressed in subsequent revisions or future lesson plans. | Points:**3** (3%)Plans provide a process where students are required to connect the content delivered to the source analyzed |
| **Writing /synthesis strategy 2**  | Points:**2.8** (2.8%)This element is missing. You need to assure that this element is addressed in subsequent revisions or future lesson plans. | Points:**4** (4%)Plans provide a strategic approach for addressing prompts and questions |
| **Writing/synthesis strategy 3**  | Points:**2.1** (2.1%)This element is missing. You need to assure that this element is addressed in subsequent revisions or future lesson plans. | Points:**3** (3%)Plans require students to explain a phenomenon from the sources and/or content, tell a story, or argue a position |
| **Writing /synthesis strategy 4**  | Points:**2.8** (2.8%)This element is missing. You need to assure that this element is addressed in subsequent revisions or future lesson plans. | Points:**4** (4%)Planned task requires student to support explanation, narrative, or argument with evidence from the sources and lesson content |
| **Writing /synthesis strategy 5**  | Points:**2.1** (2.1%)This element is missing. You need to assure that this element is addressed in subsequent revisions or future lesson plans. | Points:**3** (3%)Plans include process for employing gradual release when developing explanatory, narrative, or argumentative skills |
| **Assessment 1**  | Points:**2.8** (2.8%)This element is missing. You need to assure that this element is addressed in subsequent revisions or future lesson plans. | Points:**4** (4%)Either formal or informal assessments are planned |
| **Assessment 2**  | Points:**2.1** (2.1%)This element is missing. You need to assure that this element is addressed in subsequent revisions or future lesson plans. | Points:**3** (3%)Assessments align with lesson content and skills taught |
| **Assessment 3**  | Points:**2.8** (2.8%)This element is missing. You need to assure that this element is addressed in subsequent revisions or future lesson plans. | Points:**4** (4%)Assessments allow collection of observable, demonstrable, or measurable evidence of student learning |
| **Reflection 1**  | Points:**2.1** (2.1%)This element is missing. You need to assure that this element is addressed in subsequent revisions or future lesson plans. | Points:**3** (3%)Planned closing segment requires students to address/answer lesson essential question |
| **Reflection 2**  | Points:**2.8** (2.8%)This element is missing. You need to assure that this element is addressed in subsequent revisions or future lesson plans. | Points:**4** (4%)Planned closing segment provides opportunity to reflect on personal and content significance of topic |
| **Reflection 3**  | Points:**2.1** (2.1%)This element is missing. You need to assure that this element is addressed in subsequent revisions or future lesson plans. | Points:**3** (3%)Plans include link to next lesson |