BLaST IU 17 Fellowship, Teaching American History Grant: Lesson Plan Review/Assessment Rubric

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| **Part A: Standards, Objectives,**  **Content** | **Exceeds the Standard**  **4** | **Meets the Standard**  **3** | **Approaches the Standard**  **2** | **Does not Meet the Standard**  **1** |
| **A.1: The lesson plan specifies content/skills objectives that are consistent with, and build upon appropriate state/national standards and/or local curriculum guides.** | The lesson plan distinguishes between content and skills objectives; links each objective to the appropriate standards/curriculum guides; and specifies content selected to extend/expand upon standards/curriculum guides. | The lesson plan distinguishes between content and skills objectives, and links each objective to the appropriate standards/curriculum guides. | The lesson plan lists objectives and appropriate items from standards/curriculum guides, but does not distinguish between content and skills objectives and may not demonstrate specific linkages. | The lesson plan does not include specific objectives or appropriate items from standards/curriculum guides. |
| **A.2: The lesson plan specifies objectives in measurable terms, both for content and skills objectives.** | The lesson plan states content and skills objectives in measurable terms (what students need to know or be able to do) that indicate the level students need to reach to meet or exceed the standard. Historical thinking skills are specified as being Introduced, Reinforced, or Mastered. | The lesson plan states content and skills objectives in measurable terms (what students need to know or be able to do) that indicate the level students need to reach to meet or exceed the standard. | The lesson plan states content and skills objectives in measurable terms (what students need to know or be able to do). | The lesson plan does not delineate between content and skills objectives; objectives are not consistently stated in measurable terms. |
| **A.3: The lesson plan includes a content narrative that is accurate, standards-based, and responds to enduring understandings and essential questions.** | The content narrative is explicitly structured around the enduring understandings and/or essential questions defined in the lesson objectives; contains no significant factual inaccuracies, and is aligned to relevant standards. In addition, the narrative cites different historiographical interpretations of the subject matter. | The content narrative is explicitly structured around the enduring understandings and/or essential questions defined in the lesson objectives; contains no significant factual inaccuracies, and is aligned to relevant standards. | The content narrative covers material relevant to enduring understandings and/or essential questions; contains no significant factual inaccuracies; and is consistent with relevant standards. | The content narrative either (a) fails to cover material relevant to enduring understandings and/or essential questions; (b) contains significant factual inaccuracies; or (c) does not address relevant standards. |
| Category Score: | Comments: | | | |

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| **Part B: Historical Thinking Skills, Lesson Activities** | **Exceeds the Standard**  **4** | **Meets the Standard**  **3** | **Approaches the Standard**  **2** | **Does not Meet the Standard**  **1** |
| **B.1: Lesson activities include experiences requiring students to develop and/or practice critical thinking skills.** | Lesson activities include experiences requiring students to develop or reinforce the hierarchy of critical thinking skills [Interpretation; Analysis; Evaluation; Inference; and Explanation]; these experiences are aligned to specific content objectives; and with the use of teacher-provided rubrics the students shall engage in Self-Regulation [self-examination; self-correction] | Lesson activities include experiences requiring students to develop or reinforce the hierarchy of critical thinking skills [Interpretation; Analysis; Evaluation; Inference; and Explanation], and these experiences are aligned to specific content objectives. | Lesson activities include experiences requiring students to develop or reinforce the hierarchy of critical thinking skills [Interpretation; Analysis; Evaluation; Inference; and Explanation], and these experiences are related to the content objectives. | Lesson activities do not include experiences requiring students to develop or reinforce the hierarchy of critical thinking skills [Interpretation; Analysis; Evaluation; Inference; and Explanation], or such experiences have no relation to the content objectives. |
| **B.2: The lesson plan incorporates opportunities for students to develop historical research skills.** | The lesson plan specifies research activities that require students to develop their own research plan; to engage sources external to classroom texts to discover factual information necessary to achieve content objectives; and to cite correctly the sources of that information; to differentiate between primary and secondary sources. | The lesson plan specifies research activities that require students to engage sources external to classroom texts to discover factual information necessary to achieve content objectives; and to cite correctly the sources of that information. | The lesson plan specifies research activities that require students to engage sources external to classroom texts to discover factual information necessary to achieve content objectives. | The lesson plan does not specify activities requiring students to engage sources external to classroom texts. |
| **B.3: The lesson plan requires students to engage in primary source analysis.** | The lesson plan requires students to engage primary source material (documents, video, audio, photographs, artwork, or artifacts) relevant to the people/events being studied; to analyze these sources with respect to viewpoint, bias, and factual accuracy; to make comparisons with primary source documents previously examined; and to suggest a list of additional source documents that might be useful in analyzing the people/events being studied. | The lesson plan requires students to engage primary source material (documents, video, audio, photographs, artwork, or artifacts) relevant to the people/events being studied; and to analyze these sources with respect to viewpoint, bias, and factual accuracy. | The lesson plan requires students to engage primary source material (documents, video, audio, photographs, artwork, or artifacts) relevant to the people/events being studied; and to ask questions about viewpoint, bias, or factual accuracy. | The lesson plan does not require students to engage primary source material (documents, video, audio, photographs, artwork, or artifacts) relevant to the people/events being studied; and or does not specify the questions/analysis the students will perform. |
| **B.4: The planned lesson activities require students to identify patterns of cause and consequence [cause and effect], and to assess the historical significance of these patterns.** | Lesson plan activities require students to identify at least one pattern of cause and consequence within the material being examined, to assess the historical significance of that pattern; and to relate that pattern to others examined in the current or preceding lessons. | Lesson plan activities require students to identify at least one pattern of cause and consequence within the material being examined, and to assess the historical significance of that pattern. | Lesson plan activities require students to identify at least one pattern of cause and consequence within the material being examined. | Lesson plan activities do not require students to identify patterns of cause and consequence within the material being examined. |
| **B.5: The planned lesson activities require students to analyze the historical significance of people and/or events being studied.** | Lesson activities require students to analyze the historical significance of people and/or events being studied, and to generate hypotheses about the impact that those phenomena might or might not have on future events. | Lesson activities require students to analyze the historical significance of people and/or events being studied, and to offer reasons why those phenomena might or might not have an important impact on future events. | Lesson activities require students to analyze the historical significance of people and/or events being studied. | Lesson activities do not require students to analyze the historical significance of people and/or events being studied. |
| **B.6: The planned lesson activities include cooperative learning experiences designed to meet specific content or skills objectives.** | Lesson activities include cooperative learning experiences based on specific content or skills objectives; these learning experiences require cooperative groups to produce a product that demonstrates achievement of specified content or skills objectives according to a teacher-provided rubric. | Lesson activities include cooperative learning experiences based on specific content or skills objectives. | Lesson activities include cooperative learning experiences generally relevant to content or skills objectives. | Lesson activities do not include cooperative learning experiences, or such experiences are not directly relevant to content or skills objectives. |
| Category Score: | Comments: | | | |

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| **Part C: Assessment of Student Learning** | **Exceeds the Standard**  **4** | **Meets the Standard**  **3** | **Approaches the Standard**  **2** | **Does not Meet the Standard**  **1** |
| **C.1: Assessments are aligned to standards, content and objectives.** | The lesson plan aligns assessment elements to each content and skill objective, and weights the importance of each objective/element. | The lesson plan aligns assessment elements to each content and skill objective. | The lesson plan includes assessment elements that are associated with, but not aligned to, each content and skill objective. | The lesson plan does not associate or align assessment elements to content and/or skills objectives. |
| **C.2: Multiple forms of assessment and/or guided practice are used to evaluate student performance.** | The lesson plan includes at least three different forms of assessment and/or guided practice [i.e., embedded assessment, written assignments, oral presentations, nonlinguistic products] to evaluate student performance with regard to specific content and skills objectives; students are provided with clear rubrics to use in planning and evaluating their own performance. | The lesson plan includes at least three different forms of assessment and/or guided practice [i.e., embedded assessment, written assignments, oral presentations, nonlinguistic products] to evaluate student performance with regard to specific content and skills objectives. | The lesson plan includes at least three different forms of assessment and/or guided practice [i.e., embedded assessment, written assignments, oral presentations, nonlinguistic products] that are related to content and skills objectives. | The lesson plan includes fewer than three different forms of assessment and/or guided practice [i.e., embedded assessment, written assignments, oral presentations, nonlinguistic products], and/or these assessments are not directly related to content and skills objectives. |
| **C.3: The lesson plan includes rubrics for each content and/or skill objective that provide students with clear indicators of the level of performance required to meet the standard.** | The lesson plan includes rubrics for each content/skill objective that are used by students during lesson activities to guide them regarding the level of performance required to meet the standard, and requires students to engage in self and peer assessment of their own performance. | The lesson plan includes rubrics for each content/skill objective that are used by students during lesson activities to guide them regarding the level of performance required to meet the standard. | The lesson plan includes rubrics for each content/skill objective but these rubrics are not used to guide student performance. | The lesson plan does not include rubrics for each content/skill objective. |
| **C.4: The lesson plan provides for the use of assessment results to drive planning for re-teaching and/or reinforcement of content and skills objectives not met.** | The lesson plan provides for the use of assessment results to drive planning for re-teaching and/or reinforcement of content and skills objectives not met; includes blocks of time in the original planning for such activities to occur; and generates an advisory list of content and skills that need to be further reinforced during succeeding lesson. | The lesson plan provides for the use of assessment results to drive planning for re-teaching and/or reinforcement of content and skills objectives not met, and includes blocks of time in the original planning for such activities to occur. | The lesson plan provides for the use of assessment results to drive planning for re-teaching and/or reinforcement of content and skills objectives not met. | The lesson plan does not provide for the use of assessment results to drive planning for re-teaching and/or reinforcement of content and skills objectives not met. |
| Category Score: | Comments: | | | | |

**Overall Lesson Plan Assessment Score** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Additional Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Signature/Date, Lesson Plan Author(s)

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Signature/Date, Lesson Plan Reviewers(s)