

Three Dimensions of Science Learning Lesson Plan Competition Rubric

Semi-Anonymous ID: _____ Evaluator: _____ Total Score: _____/54

Category	0	1	2	3	Weight*
Objectives and Standards	Objectives and/or standards to match each major component of the lesson are missing.	Some standards may be misidentified. Objectives are included and generally match most major components of the lesson, or objectives are included but they are not of high quality.	Objectives and standards are included to match major components of the lesson. Objectives may not be one of the following: specific, measurable, achievable, relevant, or tailored.	Objectives are included to match major components of the lesson and are correctly aligned to the standards. Objectives are of high quality, specific without ambiguous language, measurable, achievable within the scope of the lesson, relevant, and tailored to the lesson.	x1
Materials	Materials are not described. Resources are not identified. Materials inappropriate for lesson or for students	Some materials are missing, inappropriate for lesson, or difficult to find.	All materials are described. All resources are identified. All materials appropriate for lesson and students.	All materials are described. All resources are identified. All materials appropriate for lesson. Necessary handouts, links, slideshows, etc. are included.	x1
Procedure	Outlines few or no steps that will be taken in order to implement the lesson. Does not provide estimated timing for steps. Does not explain steps, or explanation may need a great deal of elaboration.	Outlines most steps that will be taken in order to implement the lesson. Provides estimated timing for some steps. Explains steps but explanation may need some elaboration.	Outlines all steps that will be taken in order to implement the lesson. Provides estimated timing for some steps. Explains steps with enough detail so another person could implement the lesson with little difficulty.	Outlines all steps that will be taken in order to implement the lesson. Lesson is easily understood. Clearly provides detailed timing for each step. Provides vivid, detailed explanation of all steps in lesson so someone else could step in and implement the lesson with no difficulty.	x3
Hook/Opening	A process for lesson introduction is limited or missing.	The lesson was introduced by stating the instructional objective or focus, or the lesson was introduced by using a warm up or other device. Hook is included but may not be motivational or engaging.	A lesson introduction is specifically described, including a motivational device, connection to prior learning, or connection to objectives, standards and essential questions.	An engaging process for lesson introduction is specifically described, including a strong motivational device, connection to prior learning, and/or connection to objectives, standards and essential questions.	x1

Strategies for Instruction	A single strategy is used that may not allow for independent or collective construction of knowledge accurately.	A single, effective strategy is employed in a way that ensures that students are able to construct accurate understanding of concepts.	Suitable strategy or -ies used to promote active learning and that allow for variation in activity, including independent and collective exploration of content. More than one representation of concept included.	Multiple strategies (direct instruction, group work, kinesthetic learning, project based learning, etc...) used to engage individuals and groups to high performance and mastery through active learning. Strategies not only lead to knowledge of content but problem solving skills development.	x1
Differentiation and Modification	No modifications included.	Include vague modifications for special needs students, learning styles, English Language Learners and other anticipated problems.	Include some modifications for diverse learners special needs students, learning styles, English Language Learners and other anticipated problems you may encounter and how to solve them.	Includes detailed modifications for diverse learners, special needs students, learning styles, English Language Learners and other anticipated problems you may encounter and how to solve them.	x1
Assessment	No assessment procedures included.	The content assessed is inconsistent with the objectives and description of the lesson OR only one type of assessment is included OR assessment is incomplete.	Includes both summative and formative assessments. The content assessed resembles the content described in the objective and description of the lesson.	Includes both summative and formative assessments. The content assessed exactly matches the content described in the objectives and description of the lesson. Scoring guides or rubrics are provided if appropriate.	x1
Closing	No procedures for lesson closure are included.	Includes vague procedures for closing the lesson, or the instructor summarizes the lesson.	Includes procedures for closing the lesson. Students (rather than instructor) reflect and summarize the lesson. Objectives and key points are not revisited.	Includes procedures for closing the lesson and/or transitioning to the next or follow up activity. Students (rather than instructor) reflect and summarize the lesson. Objectives and key points are reviewed.	x1

Originality	Activity is dated and likely to have been done by learners in another class.	Lesson is interesting, but is not a unique idea.	Lesson is interesting, challenging, and motivating, and puts a unique spin on an “old” activity.	Lesson is very interesting, challenging, and motivating for learners. Activity is not likely to have been done before by learners.	x2
Pictures or sample work	Lesson does not include any pictures of samples of student work.	Lesson includes generic photos that enhance the lesson plan, but are not especially specific to the student work in the lesson plan.	Lesson includes at least 1 photo specific to the learning environment (when appropriate) or of sample student work.	Lesson includes multiple photos including sample work and learning environment (when appropriate) that allow anyone teaching this lesson to better understand the lesson.	x1
Science and Engineering Practices	Lesson does not identify or does not use SEPs.	Lesson identifies a SEP but it is not fully implemented.	Lesson identifies one or more SEPs, and the lesson implements the SEP(s) throughout the lesson.	Lesson identifies multiple SEPs and thoroughly implements the SEPs throughout the lesson.	x1
Crosscutting Concepts	Lesson does not identify or does not use CCs.	Lesson identifies a CC but it is not fully implemented.	Lesson identifies one or more CCs, and the lesson implements the CC(s) throughout the lesson.	Lesson identifies multiple CCs and thoroughly implements the CCs throughout the lesson.	x1
Disciplinary Core Ideas	Lesson does not identify or does not use DCIs.	Lesson identifies a DCI but it is not fully implemented.	Lesson identifies one or more DCIs, and the lesson implements the DCI(s) throughout the lesson.	Lesson identifies multiple DCIs and thoroughly implements the DCIs throughout the lesson.	x1
Engagement	Students are unengaged throughout the lesson.	Students are actively engaged for small parts of the lesson.	Students are actively engaged through most of the lesson.	Students are actively engaged through fun, interesting practices throughout all of the lesson	x2

The 0-3 score for each criterion will be multiplied by the multiplier number in the final column then added together to find the final score.