

CIEC602 Rubric for the P-3 Lesson Plan (NCATE Assessment 3)

1 = No Evidence Unacceptable	2 = Emerging Unacceptable	3 = Developing Acceptable	4 = Proficient Acceptable	5 = Exemplary Target
Content and strategies show no substance or research.	Content and strategies show no or little substance/research.	Content and strategies show minimal substance/research.	Content and strategies show moderate substance/research.	Content and strategies show substance and evidence of research.
Objectives and essential question are not at all aligned with learning experiences.	Objectives and essential question lack alignment with learning experiences.	Objectives and essential question are minimally aligned with learning experiences.	Objectives/ essential question are generally aligned with learning experiences.	Objectives and essential question are aligned with learning experiences.
Students are not at all motivated at the start of the lesson.	Students are minimally motivated at the start of the lesson.	Students are partially motivated at the start of the lesson.	Students are motivated at the start of the lesson.	Students are well-motivated at the start of the lesson.
Factual information is described in a way that is not understandable.	Factual information is described in a way that is hardly understandable.	Factual information is described in a way that is somewhat understandable.	Factual information is described in a way that is mostly understandable.	Factual information is described in a way that is very understandable to students.
Questions do not reflect knowledge of Bloom's taxonomy.	Questions reflect little knowledge of Bloom's Taxonomy.	Questions somewhat reflect knowledge of Bloom's Taxonomy.	Questions mostly reflect knowledge of Bloom's Taxonomy.	Questions accurately reflect knowledge of Bloom's Taxonomy.
Math and/or language arts skills are not at all integrated as part of guided practice.	Math and/or language arts skills are minimally integrated as part of practice.	Math and/or language arts skills are somewhat integrated as part of guided practice.	Math and/or language arts skills are integrated as part of guided practice.	Math and/or language arts skills are well integrated as part of guided practice.
A confused performance task, is linked to a standard indicator, as the assessment piece.	An unclear performance task, is linked to a standard indicator, as the assessment piece.	A partially clear performance task, is linked to a standard indicator, as the assessment piece.	A mostly clear performance task, is linked to a standard indicator, as the assessment piece.	A clear, real world, performance task, is linked to a standard indicator, as the assessment piece.
Confused rubric.	Incomplete rubric	Partial rubric.	Developed rubric.	Well developed rubric.

Student Name _____ **Course** _____ **Grade** _____
Comments: