

ELE 311 Rubric

RUBRIC	Level 3	Level 2	Level 1
CONTENT	Without hesitation (throughout) Thoroughly addresses	Somewhat (in parts) Hit and Miss	Not really or Hard to tell Not clear
Student teaches one concept clearly	Yes clearly conceptually driven. Focused on student learning a particular concept within a larger thematic unit or topic	Not clear, too broad, trying to do too much, students can't learn all this at once, get more specific	All over the place, Can't tell what you are teaching or what students are supposed to learn
Theme is taught across various subject areas	Explanation given for how & when you would teach what to reinforce & how you will teach the concept in various ways over time	Explanation given but it does not work, does not make sense, is not doable,	Does not explain or make clear how you will do this
KY Core Content	Clear, correct, & appropriate for lesson	Selects KY core content but may not pick the correct one or teach the right DOK level for the standard	Does not use KY Core Content
Objective	Clear, any teacher could teach the objective based on what you wrote, clear and point. Student will VERB...verb is observable, I could measure it if I wanted to ...	Too vague, uses words like will understand, will know, not clear enough – how will we know the student knows? Get specific - what will the student do?	No objective, or Objective is not clear or may not be appropriate, Objective does not match KY Core Content & or standard
Hands-on activity	Activity is appropriate for objective (matches) Activity is hands-on, engages all students not just some, Activity is developmentally appropriate for children.	Activity is appropriate for objective – somewhat hands-on but not for all students. Needs to use maximum participation and practice! Activity may or may not be developmentally appropriate for grade level	No hands-on activity or activity is way off target for lesson; or too much wait time, it should be more individualized with each child getting maximum participation and practice!
Developmentally Appropriate	Lesson is DA, Activity is DA, Materials are DA Equipment is DA	Somewhat – some parts are - some parts are not; hit and miss; mostly is but missing in segments; you will get better at this the longer you teach!	You missed the target and concept of developmentally appropriate. You need to go back and learn this better because you need to know this as a teacher!
DOK's Depth of Knowledge	DOK – various levels taught and checked throughout lesson as is appropriate to lesson content & concept, including higher levels of thinking.	Only low level facts and recall are addressed. Or, DOK is not appropriate to lesson taught.	DOK not addressed in lesson or Lesson Plan.
Connects to real-life	Clearly makes connection to real-life of student in class (meaningful); May make connections to various students in different ways based on SES, Culturally, Racially, Gender, individual student's interests etc.	Tries to make connections, may miss mark, may not know students well enough yet, keep trying to improve here this is hugely important in KY & anywhere really	Makes no attempt to connect to real-life, or Tries to make connection, but totally inappropriate connection or somehow not good enough. Keep learning....

Comments:

RUBRIC	Level 3	Level 2	Level 1
Style	Without hesitation Clearly meets criteria Thoroughly addresses	Somewhat meets (in parts) Parts (not thorough)	Not really, Hard to tell Not clear, or Does not meet (do)
Introduction	Clear introduction Tells student “what” s/he will learn “Hooks” captures attention	Clear “what” No “hook” or Clear hook, No “what”	Neither clear, Simply starts teaching
Organization & Preparation	Lesson flow evenly Lesson runs smoothly Indicates teacher is organized and prepared	Uneven flow in parts Indicates somewhat prepared, practiced, organized	Lacking flow throughout lesson, Indicates not organized or prepared
Checking for Understanding (assessment – may be formal or informal; pre & post; other)	Checks for understanding throughout lesson (pre, post and periodically where needed to determine where student’s are in understanding concept	May check at the end or just the beginning but not throughout the lesson. How do you know if student’s learned without checking?	No checking completed or so minimal as to not provide teacher with any meaningful information about student learning
Enthusiasm	Teacher enthusiasm is evident throughout lesson May show up in voice, eye contact, circulation, checking, interaction, etc.	Teacher enthusiasm is evident in opening or closure (practiced); but not throughout lesson	Teacher dead pan in voice, mannerisms, appears to be just getting through the lesson, manner does not indicate enthusiasm for student or student learning
Materials & Equipment	Teacher has materials and equipment organized ahead of time. Handles materials efficiently and effectively, Enough for each student	Teacher has materials and equipment organized ahead of time. Needs to find better techniques in efficiently getting materials to students to avoid management issues.	Materials and equipment not organized. Teacher forgot something, has to send student to get something in another area, takes too much time to distribute materials or equipment. This teacher will have major management issues in the classroom because of “downtime”.
Closure	Teacher clearly closes the lesson with a review, checking for understanding, may indicate next steps in the concept, may compliment the students’ on work and learning completed	Teacher may use closure to review but does no checking or next steps. This part is needed to let students know what they learned and what learning is ahead in that topic or the next lesson	No closure – teacher just says “that’s it” and ends lesson

Comments: