

Math Lesson Presentation Rubric

Teacher _____ School _____ Subject _____ Date _____

| Category | Novice | Apprentice | Practitioner | Master |
|--|---|--|---|---|
| Learning Target <ul style="list-style-type: none"> • Lesson begins with a target (LT) • Encompasses Enduring Understandings (EU) | <input type="checkbox"/> Learning target is not displayed <input type="checkbox"/> Purpose of lesson/activity is unclear <input type="checkbox"/> No reference to EU (the Big Idea) is given | <input type="checkbox"/> Learning target written as a word, list or phrase; little connection made <input type="checkbox"/> Purpose of lesson/activity somewhat clear <input type="checkbox"/> Little connection to EU (Big Idea) | <input type="checkbox"/> Learning target written out; some reference made <input type="checkbox"/> Clear purpose for lesson/activity <input type="checkbox"/> Some connection to EU (Big Idea) is made | <input type="checkbox"/> Learning target is well-written & displayed in the room; connection made to target <input type="checkbox"/> Clear, logical purpose for lesson/activity <input type="checkbox"/> Connection to the EU (Big Idea) is evident throughout lesson |
| Content Knowledge and Presentation <ul style="list-style-type: none"> • Demonstrate knowledge of content • Natural informal style | <input type="checkbox"/> Negative mathematical disposition is evident <input type="checkbox"/> Missing or incorrect mathematical language used <input type="checkbox"/> Teacher answers own questions or elicits choral responses only <input type="checkbox"/> No use of extension questions <input type="checkbox"/> Cannot/does not respond to unexpected questions <input type="checkbox"/> No movement throughout room | <input type="checkbox"/> Models some positive mathematical disposition <input type="checkbox"/> Some appropriate mathematical language used <input type="checkbox"/> Teacher answers some of own questions and elicits choral responses only <input type="checkbox"/> Some use of extension questions <input type="checkbox"/> Some response to unexpected questions <input type="checkbox"/> Little movement throughout room; mostly sitting at Elmo | <input type="checkbox"/> Positive mathematical disposition is evident <input type="checkbox"/> Appropriate mathematical language used <input type="checkbox"/> Individual responses elicited as well as choral responses <input type="checkbox"/> Comfortable using extension questions to promote student thinking <input type="checkbox"/> Responds to unexpected questions <input type="checkbox"/> Circulates throughout room most of the time | <input type="checkbox"/> Strong, positive mathematical disposition is evident <input type="checkbox"/> Models appropriate mathematical language <input type="checkbox"/> Questioning focuses on individual responses; students called by name <input type="checkbox"/> Extension questions show clear understanding of the big picture by extending student thinking <input type="checkbox"/> Responds to unexpected questions and encourages questions <input type="checkbox"/> Constant student monitoring by moving throughout room |
| Content Pedagogy <ul style="list-style-type: none"> • Mathematically sound instructional strategies • Formative Assessments (FA: assessment for learning) • Models metacognitive skills (thinking processes) | <input type="checkbox"/> FA are not used <input type="checkbox"/> No assessment of prior knowledge <input type="checkbox"/> Shows no awareness of student misconceptions <input type="checkbox"/> Wait time is non-existent <input type="checkbox"/> Focus is on procedures, not concepts <input type="checkbox"/> Sequencing makes lesson confusing; no evidence of scaffolding support <input type="checkbox"/> Does not model thinking processes | <input type="checkbox"/> FA attempted <input type="checkbox"/> Little assessment of prior knowledge <input type="checkbox"/> Shows some awareness of student misconceptions <input type="checkbox"/> Some attempt at wait time <input type="checkbox"/> Some focus on procedures; some focus on concepts <input type="checkbox"/> Some clear sequencing; scaffolding support needed <input type="checkbox"/> Some modeling of thinking processes | <input type="checkbox"/> FA used and some adjustment is made <input type="checkbox"/> Assesses prior knowledge; occasionally accesses <input type="checkbox"/> Shows awareness of student misconceptions <input type="checkbox"/> Wait time is used regularly <input type="checkbox"/> Focus is on concepts with procedures being taught <input type="checkbox"/> Good sequencing used; scaffolding support is evident <input type="checkbox"/> Models thinking processes | <input type="checkbox"/> FA are consistently used; instruction adjusted <input type="checkbox"/> Accesses prior knowledge <input type="checkbox"/> Very aware of student misconceptions; addresses areas <input type="checkbox"/> Wait time is always evident <input type="checkbox"/> Lesson is conceptually based and incorporates procedures <input type="checkbox"/> Proper sequencing and scaffolding to build student understanding <input type="checkbox"/> Consistently models thinking processes |

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| <p>Feedback</p> <ul style="list-style-type: none"> • Provides specific feedback • Recognition: Praise used appropriately | <ul style="list-style-type: none"> <input type="checkbox"/> Feedback is not given <input type="checkbox"/> Recognition is not given <input type="checkbox"/> Responses are negative | <ul style="list-style-type: none"> <input type="checkbox"/> Some feedback is provided during lesson <input type="checkbox"/> Some recognition is used <input type="checkbox"/> Responses are neutral | <ul style="list-style-type: none"> <input type="checkbox"/> Specific feedback is provided <input type="checkbox"/> Specific recognition is given <input type="checkbox"/> Responses are generally positive | <ul style="list-style-type: none"> <input type="checkbox"/> Specific feedback is consistently provided <input type="checkbox"/> Recognition is appropriate and specific to individual students <input type="checkbox"/> Responses are positive and encouraging |
| <p>Student Engagement and Interaction</p> <ul style="list-style-type: none"> • Engage all students • "opt out" by students not allowed | <ul style="list-style-type: none"> <input type="checkbox"/> Teacher does most of the talking <input type="checkbox"/> No evidence of rapport with students <input type="checkbox"/> Students are not engaged in problem solving/inquiry; copying from Elmo <input type="checkbox"/> Students do not feel comfortable asking questions <input type="checkbox"/> Students do not work together | <ul style="list-style-type: none"> <input type="checkbox"/> Teacher and students share talking <input type="checkbox"/> Some evidence of rapport with students <input type="checkbox"/> Students are working on worksheet; may be engaged in problem solving <input type="checkbox"/> Students depend on teacher and wait for answers; hesitant to ask questions <input type="checkbox"/> Students grouped together but no evidence of collaboration | <ul style="list-style-type: none"> <input type="checkbox"/> Students do most of the talking <input type="checkbox"/> Good rapport with students <input type="checkbox"/> Some students are actively engaged in problem solving; little or no inquiry <input type="checkbox"/> Students depend on teacher but feel comfortable asking questions <input type="checkbox"/> Students work in unmanaged groups to complete task; some evidence of collaboration | <ul style="list-style-type: none"> <input type="checkbox"/> Students and teachers engage in mathematical discourse <input type="checkbox"/> Good rapport with students resulting in a positive learning environment <input type="checkbox"/> Students are actively engaged in problem solving and inquiry <input type="checkbox"/> Students learn independently and actively question teacher and peers <input type="checkbox"/> Students work in managed, collaborative groups with instructional purpose |
| <p>Technology</p> <p>Presentation tools: Elmo, power point, etc.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Presentation tool overused; entire period for teaching worksheet; or not used at all <input type="checkbox"/> Student devices not used <input type="checkbox"/> No use of collaborative technology | <ul style="list-style-type: none"> <input type="checkbox"/> Presentation tools used <input type="checkbox"/> Students use graphing calculators <input type="checkbox"/> Collaborative technology is attempted | <ul style="list-style-type: none"> <input type="checkbox"/> Presentation tools used with other teaching methods <input type="checkbox"/> Students use multiple devices with some success <input type="checkbox"/> Some use of collaborative technology with some success | <ul style="list-style-type: none"> <input type="checkbox"/> Presentation tools integrated into lesson; multiple techniques used <input type="checkbox"/> Multiple student devices used effectively; seamlessly integrated <input type="checkbox"/> Collaboration technology successfully integrated into lesson |

Observations/Suggestions