

## Lesson Presentation Rubric

Category	Novice	Apprentice	Practitioner	Expert
	2	3	4	5
<b>Formative Assessment</b> <ul style="list-style-type: none"> <li>• Check for understanding</li> <li>• Use FA throughout lesson</li> <li>• Uses a variety of techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessments are not used</li> <li>• Interaction with students is not evident</li> </ul>	<ul style="list-style-type: none"> <li>• Few questions are asked</li> <li>• Little movement throughout the room</li> <li>• Student understanding is rarely determined</li> </ul>	<ul style="list-style-type: none"> <li>• Formative Assessments are used throughout</li> <li>• Some open-ended questions asked</li> <li>• More knowledge level questions are asked</li> <li>• Does not consistently check for understanding</li> <li>• Some adequate wait time is used</li> </ul>	<ul style="list-style-type: none"> <li>• Open-ended questions which reveal understanding are asked</li> <li>• Wait time is evident</li> <li>• Uses visual techniques for whole group understanding</li> <li>• Listens to student discussion while circulating around the room</li> </ul>
<b>Feedback</b> <ul style="list-style-type: none"> <li>• Provide feedback to student</li> <li>• Use praise appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Non verbal cues only are used</li> <li>• Responses are negative</li> </ul>	<ul style="list-style-type: none"> <li>• Some feedback is provided during the lesson</li> <li>• Some positive verbal and nonverbal cues provided</li> <li>• Improved student understanding is limited</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback is provided often and is generally constructive</li> <li>• Acknowledges student success often</li> <li>• Student understanding is improved.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback is provided consistently</li> <li>• Gives appropriate praise with meaning</li> <li>• Corrective feedback is provided without giving answers</li> <li>• Reinforces feedback to help all students understand concepts</li> <li>• Feedback is given so students can understand and learn</li> </ul>
<b>Target</b> <ul style="list-style-type: none"> <li>• Lesson begins with a target</li> <li>• Based on TEKS</li> <li>• Encompasses Enduring Understand and Essential Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose of activity is unclear</li> <li>• No reference to target given</li> <li>• No reference to Enduring Understanding or Essential Question is given</li> </ul>	<ul style="list-style-type: none"> <li>• Brief mention of targets</li> <li>• Little connection to targets made</li> </ul>	<ul style="list-style-type: none"> <li>• Target is sometimes used to make connections</li> <li>• Some reference to Enduring Understanding is made</li> <li>• Some connection to the "Big Idea" is made</li> </ul>	<ul style="list-style-type: none"> <li>• The components of UBD visible in the lesson</li> <li>• Target is clearly displayed in the room</li> <li>• Connection to the "big Idea" is evident throughout lesson</li> </ul>

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<p><b>Content Knowledge</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of content</li> <li>• Natural informal style</li> </ul>	<ul style="list-style-type: none"> <li>• Instructor reads the presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Monotone voice is used</li> <li>• Hesitation is notable</li> <li>• Distracting habits used such as "you know" and "ah"</li> </ul>	<ul style="list-style-type: none"> <li>• Interest in content shown</li> <li>• Some hesitation during presentation of content</li> </ul>	<ul style="list-style-type: none"> <li>• Confidence and content knowledge is obvious to audience</li> <li>• Eye contact is made</li> <li>• Students names are used</li> <li>• Questions show teacher's clear understanding of the content</li> </ul>
<p><b>Student Engagement</b></p> <ul style="list-style-type: none"> <li>• Engage all students</li> <li>• "opt out" by students not allowed.</li> </ul>	<ul style="list-style-type: none"> <li>• Less than 2 elements are used</li> </ul>	<ul style="list-style-type: none"> <li>• 3 to 6 elements are used</li> </ul>	<ul style="list-style-type: none"> <li>• 4 to six elements are used</li> </ul>	<ul style="list-style-type: none"> <li>• Students are engaged using the following elements:               <ul style="list-style-type: none"> <li>• Student participation</li> <li>• Discourse</li> <li>• Inquiry</li> <li>• Hands on participation</li> <li>• Appropriate grade level</li> <li>• Clear direction</li> </ul> </li> </ul>
<p><b>Technology</b></p>	<ul style="list-style-type: none"> <li>• Less than 2 elements are used</li> </ul>	<ul style="list-style-type: none"> <li>• 3 to 6 elements are used</li> </ul>	<ul style="list-style-type: none"> <li>• 4 to six elements are used</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration technology</li> <li>• Science probeware</li> <li>• Production software</li> <li>• Presentation software</li> <li>• (concept enhancement) Google Earth</li> <li>• Computers</li> <li>• Smart phones</li> <li>• Flip cameras</li> <li>• Digital cameras</li> <li>• My PISD.net (wiki, blogging)</li> <li>• Skype</li> <li>• Evernote</li> </ul>