

### Assignment No 2. Lesson Plan Rubric

(Based on ideas presented by Driver & Oldman, 1986)

**5** – Exceeding Expectations, **4** – Fully Meeting Expectations, **3** – Meeting Most Expectations, **2** –Approaching Expectations, **1** – Not yet Meeting Expectations

	1	2	3	4	5
<b>General</b>					
b. Groups heterogeneous/flexible. Community building activities, discussion, sharing of experiences					
c. Instructor is facilitator and guide: clarifies roles and expectations, establishes trust and interaction/communication protocols					
<b>Orientation</b>					
a. Students understand the purpose of the lesson; learning objectives are embedded and owned through goal setting.					
b. A motivational problem focuses learning – event is engaging and ‘real-world’. (trigger or hook )					
c. Learning activities and tasks are relevant, personally meaningful, authentic					
<b>Elicitation</b>					
a. Learning activities provide opportunity for students to explore prior knowledge: current beliefs, ideas.					
b. Provide space for collaboration, discussion to explore dissonance, multiple and conflicting perspectives					
c. Students given responsibility for setting goals, problem-solving process & interactions, learning is intentional					
<b>Restructuring</b>					
a) The learning environment provides simulations/models of authentic tasks of the ‘knowledge domain’.					
b) Provide opportunity for students to predict, make observations & explain: <ul style="list-style-type: none"> <li>• Elaboration – clarify, organize, question, explore analogies</li> <li>• Test ideas: physical tasks, symbolic language, experiment, solve problems</li> <li>• Scaffolding to independence: ‘expert other’, Community of Practice: modeling, cognitive apprenticeship, coaching.</li> </ul>					
c) Provide students opportunities to evaluate and analyze ideas: Task allows collaboration, ‘design thinking’ to solve problems – critical thinking, creativity. Opportunity to get feedback, revise, edit.					
<b>Application</b>					
a. Assessment of learning and for learning.					
b. Assessment is performance based, integrated in learning					

process, culturally appropriate					
<b>Review</b>					
a. Reflection: Tasks encourage students to contextualize new knowledge, compare new and old ideas and applications, share knowledge and reflections.					
b. Metacognition: tasks enable students to understand their process of learning as self-regulatory, self-mediated, and intentional learners.					