ED/ME/SE 305 – GENERAL METHODS OF TEACHING

**Instructor Rubric**

**STUDENT: DATE:**

**PRESENTATIONS:** 1 2 **3** 4 **Model Presented: Problem-based Learning\_\_\_\_\_**

**PLANNING:**

**The lesson plan followed the format for the lesson and was prepared and presented when due.**

1. The lesson plan contained all of the essential information for the lesson; the lesson plan was prepared and presented when due.
2. The lesson plan contained most of the essential information; the lesson plan and lesson were prepared and ready for presentation when due.
3. The lesson plan lacked essential information
4. The lesson plan and lesson were not presented when due.

**COMMENTS:**

\*Followed colored sheet with model’s requirements

**The content and skill of the lesson was appropriate for the model and was age-appropriate or developmentally-appropriate.**

1. The content and skill taught was appropriate for the model and was age-appropriate or developmentally-appropriate.

2. The content or skill taught was somewhat appropriate for the model.

1. The lesson was excessive or lacking in length OR the skill or content taught was not appropriate for the model.

0. The lesson did not meet the criteria.

**COMMENTS:**

**The lesson plan contained an assessment plan that was appropriate for the model.**

1. The lesson plan contained an assessment plan that reflected all of the goals/objectives and standards in the lesson. The assessment was consistent with the model’s syntax. The instruments were included.
2. The lesson plan contained as assessment plan that met two of the three criteria.
3. The assessment plan would not be beneficial in assessing students’ learning or the effectiveness of the model.

0. There was no assessment plan included.

**COMMENTS:**

**CONDUCTING THE LESSON:**

**The introduction of the lesson (set) created and interest in the lesson.**

1. Attention of the students was effectively gained.
2. Some attempt was made to get the attention of the students.
3. There was little attempt to get the students’ attention.
4. There was no attempt to get the students’ attention

**COMMENTS:**

**The introduction of the lesson gave direction to the rest of the lesson by indicating the objectives in terms that students would understand.**

1. Overall direction **AND** purpose of the lesson were clear to the students.
2. Either the overall direction **OR** purpose of the lesson was clearly stated.
3. The direction and purpose of the lesson were unclear; students would not get a holistic overview of the lesson.

0. The lesson began without an introduction.

**COMMENTS:**

**The presentation was clear and well organized.**

1. Information being presented was understandable to the students at all times.
2. Information being presented was unclear at times; students needed some redirection.
3. Information being presented was seldom clear; students needed a lot of redirection.
4. Lack of organization made the lesson unclear; the lesson did not follow the

objectives.

**COMMENTS:**

**The procedure for presenting the model was followed; the presenter demonstrated knowledge of the model and skills for teaching the model.**

1. The procedure was followed making the presentation easy to follow; the presenter demonstrated adequate knowledge of the model; the presenter demonstrated the necessary skills to teach the model.
2. The presentation met two of the three criteria
3. The procedure was not followed making the presentation difficult to follow; the presenter demonstrated limited knowledge and application of the model.

0. The procedure for the lesson was not followed.

**COMMENTS on following page:**

\_\_\_\_\_\_ Stated purpose of lesson

\_\_\_\_\_\_ Established learning teams/groups with criteria for membership

\_\_\_\_\_\_ Provided instructions for transitioning

\_\_\_\_\_\_ Materials were distributed in a timely and efficient manner

\_\_\_\_\_\_ Problem stated by teacher **OR** a driving question was presented

\_\_\_\_\_\_ Gave directions so students knew how to proceed without assisting in solving the

problem; set timeframe for activity; adhered to the timeline **OR** reestablished

timeframe

\_\_\_\_\_\_ Checked for understanding and provided specific feedback

\_\_\_\_\_\_ Groups presented artifact(s) of findings

\_\_\_\_\_\_ Closure – included review of the objectives or asked questions to assess

understanding of each objective

**The presenter focused directly on the achievement of the goals/objectives and/or standards.**

1. All discussions and activities were directed toward the stated objectives and standards.

2. There were a few digressions from the objectives and standards of the lesson.

1. The discussion and/or activities were seldom directed toward the objectives or standards of the lesson.

0. The criteria was not met.

**COMMENTS:**

**The presenter closed the lesson in a way that reinforced, reviewed, and/or clarified the objectives or the importance and usefulness of the model.**

3. Objectives and standards were reinforced and the importance of the model to the

student was made clear.

1. Some attempt to review the lesson or model and its relevance to the students was

made.

1. There was some attempt to review the lesson or the model.

0. The lesson just ended; there was no attempt to review the lesson or the model.

**COMMENTS:**

**INSTRUCTOR’S COMMENTS:**

**REVISION OF LESSON PLAN IS REQUIRED: YES NO**

**REVISIONS RECOMMENDED/REQUIRED:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**27Rubric Points 100**

**Points are deducted at the rate of 5 points (26 points = 95; 25 = 90 points; etc)**