

URBAN DREAMS TICG LESSON PLAN RUBRIC DRAFT

Score	1	2	3	4
Essential Question	Essential question(s) presumes a viewpoint or answer. Too many essential questions to be addressed.	Essential question(s) is stated without a viewpoint and reflects a universal issue .	Essential question(s) is clearly stated without a viewpoint, is engaging and interesting to students.	Essential question(s) is compellingly stated, promotes in-depth investigation and critical thinking, and allows for multiple viewpoints and responses.
Connection to Standards Reading Writing History Technology	Laundry list of standards that is impossible to achieve. Not grade level specific.	Short list of standards but not thoughtfully chosen. Connection and appropriateness to lessons not clear.	Standards have been thoughtfully chosen. Standards provide organization and focus for the activities, assignments and research projects.	Standards have been used meaningfully in a compelling and coherent manner to create a lesson/unit plan that will positively affect student achievement.
Assessment: How do you know that students have an understanding of the essential question?	Relationship of assessment to essential question is vague. Assessment used is based solely on objective questions.	Relationship of final and progress assessments to the essential question is clear. Assessment(s) provide alternative measures that go beyond solely objective questions.	Assessment (s) for students is engaging and interesting, clearly accessing what was taught during completion of the unit/lesson plan. Rubrics for student work are present.	Assessment(s) is compelling and relevant. Assessment instruments ask students to analyze, research and create responses that are thoughtful. Rubrics act as guides to superior work.
Unit/lesson design & instructions for teachers	The lesson plan/unit design and instructions are vague, objectives unclear and or incomplete .	The basic logistics for organizing the lesson/unit presentation and support for the use of specific technology are insufficient & incomplete. Time frames/calendar are present. Instructions and actual worksheets, study guides, tests, quizzes are provided.	All materials are present and well constructed, clearly related to the lesson objectives and essential question. Both final and progress assessment instruments are included. Strategies for scaffolding, modeling, visuals, checking for understanding, and differentiation are articulated.	The lesson plan instructions, calendar and materials are clear, well organized and sequentially arranged to assure that students can address the essential question in a thoughtful, organized fashion based on research and content knowledge.
Tasks/Activities for Students	Student activities planned have little or no connections to the essential or subsidiary questions. Instructions are “one-size-fits-all” with no variation for individual student needs, language or cultural background.	Student activities are insufficient and incomplete and do not engage students. Activities so not adequately promote technology and content skills. Subsidiary questions are primarily based on factual information and support the concepts addressed in the essential question. There is no process to allow students to generate subsidiary questions.	Activities adequately encourage students to grapple with the contents and ideas raised by the essential and subsidiary questions, provide useful instruction in both curriculum and technology, and promote learning. Subsidiary questions focus on critical thinking skills as well as facts. There is a process that allows for student generation of additional subsidiary questions	Interesting, compelling activities are provided that address the essential and subsidiary questions. Subsidiary questions are compelling and allow students to analyze, synthesize, and extend their understanding of the essential question through the lens of the content of the lesson. Activities are structured to allow students to add to, refine, and revise their knowledge
Technology Integration Strategies	Technology used does not support the lesson objective and appears to be an “add-on” activity unrelated to the curriculum content.	Technology and curriculum are integrated, but the technology is not the most effective strategy for supporting learning of curriculum content.	Necessary technology skills have been taught in context. The use of technology is justified and is more effective in meeting lesson objectives than other methods.	Tech integration supports the curricular goals of the lesson plans and activities in a compelling way.

URBAN DREAMS TICG LESSON PLAN RUBRIC DRAFT

Student work samples	Little or no understanding of the essential or subsidiary questions are reflected in student work samples (SWS). The relationship between SWS and the lesson objectives is unclear.	SWS demonstrate some understanding of the essential question, lesson objectives and use of technology.	SWS clearly demonstrates adequate understanding of curriculum content, essential question, use of technology. Both process and exemplary SWS are represented.	Student work is exemplary, demonstrates depth of understanding of the essential question and shows how both the content and technology standards have been addressed. . SWS representing process is clearly labeled as such.
Teacher commentary and reflection	Little or no personal commentary that would be helpful to other teachers	Commentary provides some insights on the effective use of this lesson in the classroom.	Commentary adequately reflects on teaching practices and student learning. Honest evaluation of what didn't work.	Reflection is clearly and compellingly written with suggestions for possible extensions and for enrichment.
Curriculum Resources	Little or no supporting resources provided.	Some resources are included of the lesson.	Resources are clearly related to the essential question. Annotation provides additional information to teachers using or adapting the lesson plan site.	Resources are of high quality and have been carefully selected for appropriateness to the lesson and to the age group that the lesson/unit is directed to.
Legality and Ethics	Little or no information on copyright and legal documentation of lesson references and resources for teachers or in the student activities.	Insufficient and incomplete clarification on issues of copyright for teachers or in the student activities.	Sources adequately documented as to reliability, validity, copyright status, and accessibility for purposes of education. Fair use policies are followed and copyright laws are adhered to.	Students and teachers are aware of legal and ethical issues concerning copyright, fair use and intellectual property.