

# Lesson Plan Rubric (applicable to all four lessons)

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## Format

(Written and oral reports)

- Level 1:** Includes at least one concluding statement and rationale but missing one or more background facts or some significant information.
- Level 2:** Includes all elements of a report including at least two concluding statements, a rationale and some background information.
- Level 3:** Includes at least three concluding statements with a logical rationale and good supporting and detailed background information.
- Level 4:** Includes at least four concluding statements supported by an excellent rationale and detailed, thoughtful, background information.

## Content

(Completeness and research)

- Level 1:** Conclusion is present but lacks significant supporting evidence in the rationale or background information. One source is used for research. The source is noted.
- Level 2:** The conclusions are clear but may lack sufficiently researched background information. Two sources were cited and noted.
- Level 3:** The conclusions are clear and solid research is apparent tying into the rationale and background information. Three sources were used and credited.
- Level 4:** The conclusions were clearly expressed and thoroughly researched and connected to the rationale and background information. At least four sources were used and cited.

## Effort

(Teamwork and individual contribution)

- Level 1:** One or two people dominated the group to the detriment of the team effort. Very little cooperation. The talents of individuals went unrecognized and underutilized.
- Level 2:** Most of the group made a good contribution. Some recognition of individual strengths but not used to best effect. Cooperation was superficial.
- Level 3:** Most team members made a significant contribution and everyone was involved. There was a good level of cooperation.
- Level 4:** Individual strengths were recognized and used effectively with excellent cooperation with all members playing a significant role.



## **Presentation**

(Written and oral, discussion and debate)

**Level 1:** The written report has many writing errors and is poorly structured, causing confusion. The oral report was also confusing, lacked emphasis and energy. No discussion resulted.

**Level 2:** The written report was generally clear but had numerous writing errors. The structure was apparent but not effective. The oral report was clear but lacked energy or emphasis and provoked little discussion.

**Level 3:** The report was well-structured and clear but had a few significant errors. All parts were easily identifiable. The oral report was clear and well-presented but while lack of emphasis and energy prompted some good discussion.

**Level 4:** The written report was very clear and well organized with few errors. The headings and all sections and sub-sections were clearly marked. The oral report and discussion were very clear, and the presentation was creative and well-organized.

## **Assessment and Evaluation**

### **Evaluate the class teams on their oral reports:**

#### **Content**

Was the content/strategy clearly articulated and well thought out? Were the points the team made persuasive?

#### **Presentation**

Was the presentation well-delivered, easy-to-hear and understood with good vocal quality, gestures, posture, etc?

#### **Effectiveness**

Were the points presented effective? How practical were the suggestions?

#### **Teamwork**

Did the group work well and effectively together?

### **Assess students on their written work:**

- Grammatically correct with proper sentence structure, i.e., use of complex sentence structure and correct verb tenses, spelling and punctuation.
- Comprehension of the word/phrases—sentences clearly reveal the meaning.
- Ideas are expressed clearly.
- Information is well-organized.

### **Evaluate the groups on their presentation work:**

- Is the information presented clearly?
- What have they done to enhance the presentation?
- Is the use of oral and visual communication effective?

**Evaluate students on their presentation work:**

- Their contribution to group knowledge.
- The preparation undertaken for research and investigation.
- Articulation of goals, devising alternate solutions, selecting best alternatives.
- Setting personal goals for working effectively with others.