

### Lesson Plan Project Rubric

| Task Description: Visit the Texas Essential Knowledge and Skills webpage at <a href="http://www.tea.state.tx.us/index2.aspx?id=6148">http://www.tea.state.tx.us/index2.aspx?id=6148</a> and select a TEK(s) of your choice. Complete the Lesson Plan form using the selected TEK(s) and Blooms Taxonomy Action Verbs. Teacher may allow students to teach the lesson to the class, if time permits. |        |   |   |   |   |
|---|--------|---|---|---|---|
| Criteria  | weight | 4 - Professional  | 3 - Proficient  | 2 - Developing  | 1 - Incomplete  |
| <b>Choice of Project</b>  | 50%    | <input type="checkbox"/> Appropriate<br><input type="checkbox"/> Focused<br><input type="checkbox"/> Innovative<br><input type="checkbox"/> Relevant<br><input type="checkbox"/> Purposeful | <input type="checkbox"/> Generally appropriate<br><input type="checkbox"/> Evidence of some focus<br><input type="checkbox"/> Moderate creativity<br><input type="checkbox"/> Expresses some relevance<br><input type="checkbox"/> Adequate purpose shown | <input type="checkbox"/> Somewhat appropriate<br><input type="checkbox"/> Evidence of minimal focus<br><input type="checkbox"/> Limited creativity<br><input type="checkbox"/> Difficulty identifying relevance<br><input type="checkbox"/> Includes evidence of some purpose | <input type="checkbox"/> Inappropriate<br><input type="checkbox"/> Lacks focus<br><input type="checkbox"/> Lacks innovation<br><input type="checkbox"/> Lacks relevance<br><input type="checkbox"/> Purpose unclear             |
| <b>Use of Planning Process</b>  | 10%    | <input type="checkbox"/> Well planned<br><input type="checkbox"/> Willingness to take risks   | <input type="checkbox"/> Attempts well-developed ideas that lead to a general understanding<br><input type="checkbox"/> Willingness to take slight risks  | <input type="checkbox"/> Limited explanation of ideas creates misunderstanding of project<br><input type="checkbox"/> Minimal evidence of risk taking   | <input type="checkbox"/> Lacks thoroughness<br><input type="checkbox"/> No evidence of risk taking  |
| <b>Written Summary</b>  | 30%    | <input type="checkbox"/> Concise<br><input type="checkbox"/> Depth of thought; thorough and specific development of ideas<br><input type="checkbox"/> Writer exhibits mastery of grammar    | <input type="checkbox"/> Generally concise<br><input type="checkbox"/> Ideas are thoughtful with moderate evidence of topic development<br><input type="checkbox"/> Writer exhibits moderate command of grammar   | <input type="checkbox"/> Some segments ramble<br><input type="checkbox"/> Omits information which creates gaps in the information<br><input type="checkbox"/> Errors in grammar   | <input type="checkbox"/> Rambles to the extent that main point is lost<br><input type="checkbox"/> Omits information which creates lack of understanding<br><input type="checkbox"/> Limited evidence of correct use of grammar |
| <b>Oral Presentation</b>  | 10%    | <input type="checkbox"/> Polished<br><input type="checkbox"/> Engaging  | <input type="checkbox"/> Well planned<br><input type="checkbox"/> Informative   | <input type="checkbox"/> Somewhat planned<br><input type="checkbox"/> Somewhat maintains audience attention   | <input type="checkbox"/> Unplanned<br><input type="checkbox"/> Poorly presented   |

Assignment Score \_\_\_\_\_ + Beyond/Bonus \_\_\_\_\_ = Final Score \_\_\_\_\_