Blended Instruction Lesson Plan Rubric

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| **Parts of the Lesson Plan** | **Excellent - 3 pts** | **Fair - 2 pts** | **Poor - 1 pt** |
| 1. The Essential Question/Objectives  Pts: \_\_\_\_\_  Comments: | What is to be learned/done/solved during the lesson is clearly stated.  The topic/question/problem is engaging and student-centered.  Lesson objectives promote higher-order thinking and are written in SMART format. | Students are presented with a learning objective for the lesson.  The topic/question/problem is somewhat engaging and student-centered.  Lesson objectives promote some higher-order thinking and include measurable outcomes. | The purpose of the lesson is not clear or engaging to students.  The topic/question/problem is not engaging and is mainly instructor-centered.  Lesson objectives do not extend beyond lower order thinking skills and are written in broad, nonspecific terms. |
| 2. Anticipatory Set  Pts: \_\_\_\_\_  Comments: | An introductory activity, demonstration, or multi-media presentation includes a WOW factor that will get the students' attention and make them WANT to get involved with the lesson. | An activity or demonstration is planned. The activity involves the students, but the WOW factor is weak. | The Hook is absent or merely a show-and-tell that does not engage students. |
| 3. Prior Knowledge  Pts: \_\_\_\_\_  Comments: | Adequate time spent on adding to the students' *background knowledge* of the concepts involved and helping them understand the context of the Essential Question. | Student/teacher interaction spends too little or too much time on background knowledge the lesson plan. Teacher does not present students with a *relevant context* for the Essential Question. | The Background knowledge for the Lesson is not addressed. There is no "active" learning; experience is basically a lecture. |
| 4. Constructive Learning  Pts: \_\_\_\_\_  Comments: | Students are provided class time to "discover" concept information in curriculum resources and technology tools produced by the teacher.  The teacher provides scaffolding and support during this time, using Socratic Questioning to foster student *critical thinking*.  The curriculum materials include both teacher-produced materials and references to high quality resources online. | Students are required to research for concept information using technology tools with some teacher-provided direction.  Scaffolding teacher support is not obvious in the lesson plan.  The curriculum materials include either teacher-produced materials or references to other resources online. | Students are required to research for concept information using technology tools with little to no teacher-provided direction.  Scaffolding and Socratic Questioning are not used by the teacher.  The curriculum materials are inflexible or inadequate for the lesson objectives. |
| 5. Project Based Learning/Differentiated Instruction  Pts: \_\_\_\_\_  Comments: | Students have input and a variety of choices related to the Product.  The Product allows students to be creative and see it as relevant to their lives.  The lesson, including online resources addressing differentiated learning styles, provides ALL the information students need to complete the Product. | Students have few options related to the lesson Product and its relevance to their lives is not obvious.  Students are given limited resources within the lesson curriculum and limited information need to complete the Product. | Product is applicable for only one learning style with no alternatives.  The poor quality of the lesson Product will cause students to see the whole lesson as pointless busy work. |
| 6. Assessment  Pts: \_\_\_\_\_  Comments: | The lesson plan specifies types of "formative" assessments − and when they occur − for both teacher and students. Students, and teacher, have an opportunity, during class time, to make adjustments based on these assessments.  A detail-oriented evaluation rubric is provided to students when the Product is introduced. This rubric will be used by the students for "summative" self-assessment of their Product. Teachers use the same rubric to determine the final grade of the Product. | The lesson plan indicates general "formative" assessments, but provides little detail of their use. Little or no class time is provided for students, and teacher, to make adjustments.  An evaluation rubric is provided to students when the Product is introduced, but it is presented as an indication of teacher expectations. Students are not required to use the rubric for self-assessment. | "Formative" assessments are not indicated in the lesson plan.  An evaluation rubric is not provided to students when the Product is introduced.  Teacher expectations are not clear. |
| 7. Lesson Wrap Up  Pts: \_\_\_\_\_  Comments: | The completed rubrics are returned to students immediately following the lesson and used to discuss strengths and weaknesses of their Products.  Students are given an opportunity and encouraged to share their Products with the class.  Students are asked to reflect upon their learning in regards to the lesson concepts and ways to improve.  Conclusion of lesson clearly relates back to the Essential Question and learning objectives. | The completed rubrics are returned to students in a somewhat timely manner and may be used to discuss strengths and weaknesses of their Products.  Students may be given an opportunity to share products but this step is not given adequate emphasis.  Limited student input about the lesson is not indicated in the lesson wrap up.  Conclusion of lesson somewhat relates back to the Essential Question and learning objectives. | The completed rubrics are returned to students in an untimely fashion and there is little to no discussion of the strengths and weaknesses of their Products.  The lesson plan does not allow for students to share their products.  Students are only told their Product grade and given no opportunity for reflection.  There is no connection between the lesson conclusion and the Essential Question and learning objectives. |
| 8. Integration of Technology  Pts: \_\_\_\_\_  Comments: | Use of digital resources and tools are integral to content, lesson and instruction.  Greater amount of digital, real-time data and feedback allow for individualized instruction.  A majority of communication occurs asynchronously and online or from a distance. | Digital content, resources, and tools expand and enhance the lesson and content.  A combination of traditional and online assessments is used inside and outside the classroom.  Communication is a mixture of synchronous & asynchronous and may be in the physical classroom or online. | Lesson minimally uses digital content, resources, and tools to enhance instruction  Whole-class assessments, used primarily in the classroom, during the class time as the primary means of feedback.  Communication occurs primarily synchronously and in the physical classroom. |