

# TEACHER FOR A DAY LESSON PLAN RUBRIC – Version 1.50

**PRESENTER:** \_\_\_\_\_

**PRESENTATION DATE:** \_\_\_/\_\_\_/\_\_\_

**25 Pts Total**

**Example Topic: Giant Squids**

Criteria	% of Grade	Exceeds Standard (100%)	Meets Standard (80%)	Approaches Standard (60%)	Absent (0%)
<b>Opening question</b>	<b>15%</b>	<p>Your Opening Question shows clear thought and appropriately has your students thinking about your topic before you present.</p> <p><i>Example: Talk with your group and suggest how the motion of a giant squid is unlike the motion of any other (non-squid) animal.</i></p>	<p>Your Opening Question is almost there. Your students are definitely activating previous knowledge, but it might be too broad or too narrow for your purposes</p> <p><i>Example: Work with your group to discuss how giant squids move.</i></p>	<p>Your Opening Question is rather haphazard. Your students may or may not be activating previous knowledge by discussing your opener.</p> <p><i>Example: What is a giant squid? Talk to your group.</i></p>	
<b>Learning Target</b>	<b>20%</b>	<p>Your Learning Target shows clear thought and appropriately outlines that ONE (and only one) concept you are trying to relate</p> <p><i>Example: I will be able to explain how giant squids use jet propulsion to move during today's class.</i></p>	<p>Your Learning Target is a bit too ambitious or a bit too narrow, but your students will certainly gain understanding of your topic</p> <p><i>Example: I will be able to explain how giant squids move during today's class.</i></p>	<p>Your Learning Target is vague or much too basic. Your students will have a foggy idea of what you want them to learn.</p> <p><i>Example: Today we're going to learn about giant squids</i></p>	
<b>Word(s) O' The Day</b>	<b>10%</b>	<p>Your terms are essential to both your learning target and your Work O' The Day.</p> <p><i>Example: Jet Propulsion, Hydrodynamics</i></p>	<p>You miss the Goldilocks standard by having too many words, too few words or words that your students are not likely to recall.</p> <p><i>Example: Water, Squirting, Jets</i></p>	<p>Your vocabulary terms are fairly basic and aren't necessarily needed to understand your Work O' The Day or your Learning Target</p> <p><i>Example: Giant Squid, Ocean, Spout</i></p>	
<b>Work O' The Day</b>	<b>40%</b>	<p>Your Lesson Plan is conducive to BOTH your teaching and student learning. Text is minimal and content is intentional, and your students are highly engaged.</p> <p><i>Example: My daily lessons plans</i></p>	<p>Your Lesson Plan is just a bit too ambitious—you tend to stray away from the main learning target too often or you are a bit too linear in your attempt to convey your main message.</p>	<p>Your Lesson Plan is basically a high school power point presentation with a whole lot of facts to share with your students.</p>	
<b>Closing Question</b>	<b>15%</b>	<p>The Closing Question is interesting and engaging. You clearly and appropriately assess your student's learning through that question.</p> <p><i>Example: How is the motion of a giant squid similar to a rocket?</i></p>	<p>The Closing Question is certainly engaging but it doesn't QUITE check to see how well your students learned the Learning Target.</p> <p><i>Example: How does a giant squid move?</i></p>	<p>Your Closing Question is fairly basic and/or asks your student to remember a specific item but does not really assess their learning</p> <p><i>Example: List 3 things you learned about giant squids</i></p>	