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| ***Secondary Science Methods* Rubric for Assignment 4 – Unit Plan**  **Total of 100 points** | | | | |
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| **Subarea Score \***  **(with NSTA standards)** | **Unacceptable** | **Acceptable** | **Competent** | **Exemplary** |
| Daily lesson plans  *NSTA Standards 1a, 6a, 6b, 9a, 9b, and 9c* | 0-4 Five consecutive daily lesson plans are not written or lack too much detail to be useful and/or do not use the layout prescribed nor does the plan address safety aspects | 5-6 Five consecutive daily lesson plans are written, mention the safety aspects of the lesson and use the layout prescribed in the reference | 7-8 Five consecutive daily lesson plans are written with some detail, address the safety aspects of the lesson and use the layout prescribed in the reference | 9-10 Five consecutive daily lesson plans are thoroughly written with detail, adequately address the safety aspects of the lesson and use the layout prescribed in the reference |
| Introductory lesson | 0-2 Introductory lesson is not well thought out and will not likely capture the student’s attention | 3 Introductory lesson will be able to capture the student’s attention | 4 Introductory lesson will be able to capture the student’s attention using current relevant content | 5 Introductory lesson is well thought out and will be able to capture the student’s attention using current relevant content |
| Measurable daily objectives | 0-7 Daily objectives were lacking, were not measurable, and/or were irrelevant to the content for that day | 8-10 Measureable behavioral objectives were written for each day’s lesson that are relevant to that day’s science content | 11-13 Detailed, measurable behavioral objectives were written for each day’s lesson that are relevant to that day’s science content | 14-15 Detailed, measurable behavioral objectives were clearly written for each day’s lesson that are relevant to that day’s science content |
| Daily PASS objectives  *NSTA Standard 1a* | 0-2 Each day does not include PASS process nor content standards | 3 PASS process standards and /or content standards are part of most day’s plan | 4 PASS process standards and content standards are part of each day’s plan | 5 Relevant PASS process standards and content standards are part of each day’s plan |
| Technology plan  *NSTA Standard 1c, 4a, and 5d* | 0-12 There were not three technologies planned for and/or they were not described in sufficient detail | 13-15 There were at least three different types of technology in the plan and each type included a relevant description of its use. | 16-18 There were at least three different types of technology in the plan and each type included a relevant and thorough description of its use. | 19-20 There were at least three different types of technology detailed in the plan and each type included a relevant and thorough description of its use. |
| Variety of methods used including materials  *NSTA Standards 1a, 3a, 5a, and 5b* | 0-12 Each lesson’s plan uses the same instructional tech-nique thus lacking variety and/or there are no or only a few materials listed | 13-15 Each lesson shows a plan for some variety of teaching and learning methods and includes some materials that will be needed | 16-18 Each lesson shows a plan for a variety of teaching and learning methods and details most materials that will be needed | 19-20 Each lesson shows a thorough plan for a variety of teaching and learning methods and details what materials will be needed |
| Assessment description  *NSTA Standards 8a, 8b, and 8c* | 0-12 A description of the lesson’s assessment was lacking and/or poorly written | 13-15 A written description of how the lessons will be assessed is included | 16-18 A written and thoughtful descript-tion of how the lessons will be assessed is included | 19-20 A clearly written and thoughtful description of how the lessons will be assessed is included |
| Spelling and grammar | 0-2 There were more than two spelling or grammatical errors | 3 There were two spelling or grammatical errors | 4 There was one spelling or grammatical error | 5 There were no observed spelling or grammatical errors |

\*The acceptable level is the minimum allowed score.