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| ***Secondary Social Studies Methods Unit* Rubric – Calendar/ Objectives****Total of 100 points** |
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| **Subarea Score \*****(with NCSS standards)** | **Unacceptable** | **Acceptable** | **Competent** | **Exemplary** |
| **A.** Two week calendar for a social studies unit of instructionNCSS 1.1-1.10, 3.1 | No calendar was submitted or the calendar did not adequately plan for the two week study in the social studies topic nor did it include a variety of methods of learning.The breadth of content coverage was inadequate and/or unrealistic for the grade level. | Calendar showed two week-long plan that reflected some inclusion in the instruction of discussions, guest speakers, group work, lecture, and field work/ trips as they applied to each unit of study. The breadth of content coverage was somewhat realistic and appropriate for the grade level. | Calendar showed a two week-long plan that reflected an inclusion of discussions, guest speakers, group work, lecture, and field work/ trips as they applied to each unit of study. The breadth of content coverage was mostly realistic and appropriate for the grade level. | Calendar showed a two week-long plan that reflected a thoughtful inclusion of discussions, guest speakers, group work, lecture, and field work/ trips as they applied to each unit of study. The breadth of content coverage was very realistic and appropriate for the grade level. |
| Calendar with assessments appropriately spacedNCSS 3.1 | Calendar was lacking in assessment variety and little thought was given to the frequency of them | Calendar showed a variety of assessments but more thought could have been applied to their frequency  | Calendar showed a variety of and adequate time spans between assessments | Calendar showed a variety of and appropriate time spans between assessments that were well thought out |
| **B.** Five broad social studies behavioral objectives in the cognitive domain were covered.NCSS 1.1-1.10 | There were not five social studies objectives written and/or there was no variation in the Bloom’s level required | Five objectives written that are important in social studies with some variance in the levels of Bloom’s taxonomy  | Five objectives written that are important in social studies with mostly varying levels of Bloom’s taxonomy  | Five objectives clearly written that are important in social studies with varying levels of Bloom’s taxonomy  |
| Behavioral objectives in the cognitive domain are measurable NCSS 3.1 | Many of the objectives are not measureable | Some of the objectives are measureable | Most of the objectives are measureable | Each of the objectives are measureable |
| Used performance verbs to write behavioral objectivesNCSS 3.1 | Did not use performance verbs to show cognition on the part of the student  | Verbs were used to show cognition on the part of the student in the written objective | Performance verbs were appropriately used to show cognition on the part of the student in the written objective | Performance verbs were appropriately and thoughtfully used to show cognition on the part of the student in the written objective |

\*The acceptable level is the minimum allowed score.

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| ***Secondary Social Studies Methods* Rubric – Unit Plan****Total of 100 points** |
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| **Subarea Score \*****(with NCSS standards)** | **Unacceptable** | **Acceptable** | **Competent** | **Exemplary** |
| Daily lesson plansNCSS 3.1 | Five consecutive daily lesson plans are not written or lack too much detail to be useful and/or do not use the layout prescribed  | Five consecutive daily lesson plans are written, and use the layout prescribed in the reference | Five consecutive daily lesson plans are written with some detail, and use the layout prescribed in the reference | Five consecutive daily lesson plans are thoroughly written with detail, and use the layout prescribed in the reference |
| Introductory lessonNCSS 3.1 | Introduction to the lesson is not well thought out and will not likely capture the student’s attention  | Introduction to the lesson will be able to capture the student’s attention  | Introduction to the lesson will be able to capture the student’s attention using current relevant content | Introduction to the lesson is well thought out and will be able to capture the student’s attention using current relevant content |
| Measurable daily objectivesNCSS 3.1 | Daily objectives were lacking, were not measurable, and/or were irrelevant to the content for that day | Measureable behavioral objectives were written for each day’s lesson that are relevant to that day’s social studies content | Detailed, measurable behavioral objectives were written for each day’s lesson that are relevant to that day’s social studies content | 14-15 Detailed, measurable behavioral objectives were clearly written for each day’s lesson that are relevant to that day’s social studies content |
| Daily PASS objectivesNCSS 1.1-1.10, 3.1 | 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 planNCSS 3.1 | Ttechnology was not incorporated and/or was not described in sufficient detail | There was some types of technology in the plan and each type included a relevant description of its use. | There was at least three different types of technology utilized in the plan and each type included a relevant with a thorough description of its use. | There were at least three different types of technology detailed in the plan along with other varied techniques for instruction and each included a relevant and thorough description of its use. |
| Variety of methods used including materialsNCSS 3.1 | Each lesson’s plan uses the same instructional tech-nique thus lacking variety and/or there are no or only a few materials listed | Each lesson shows a plan for some variety of teaching and learning methods and includes some materials that will be needed | Each lesson shows a plan for a variety of teaching and learning methods and details most materials that will be needed | Each lesson shows a thorough plan for a variety of teaching and learning methods and details what materials will be needed |
| Assessment descriptionNCSS 3.1 | A description of the lesson’s assessment was lacking and/or poorly written | A written description of how the lessons will be assessed is included | A written and thoughtful descript-tion of how the lessons will be assessed is included | A clearly written and thoughtful description of how the lessons will be assessed is included |
| Spelling and grammar | There were more than two spelling or grammatical errors | There were two spelling or grammatical errors | There was one spelling or grammatical error | There were no observed spelling or grammatical errors |

\*The acceptable level is the minimum allowed score.