

LESSON PLAN RUBRIC (points possible: 70)

	Exceeds Expectation (10-9 points)	Meets Expectations (8-6)	Needs Improvement (5-3)	Does Not Meet Expectations (2-0)
Purpose-Goals	Matched and clearly connected to WELM SDG 3, 6, 13 Goal Standards; Major concepts and assumptions of learning are developmentally appropriate	Matched but not clearly connected to WELM SDG Goal standard standards; Most concepts and assumptions of learning are developmentally appropriate	Not adequately matched or connected to WELM SDG Goal Standards; Concepts and assumptions of learning are sometimes not clear or not listed	Not matched or connected to WELM SDG Goal Standards; Concepts and assumptions of learning are not clear or not listed
Objectives - Subject matter knowledge, skills and application	Objectives are obviously observable and measurable; Clearly stated application of subject matter knowledge and skills; Includes the three domains; cognitive, affective, psychomotor – across all reasoning levels; lower, middle, high	Objectives are somewhat observable and measurable; Stated application of subject matter knowledge and skills; Some domains are included, but not all three or not across all levels	Objectives are either not observable or not measurable; Minimal application of subject matter knowledge and skills; Domains and levels are addressed limitedly	Objectives are not observable and also are not measurable; Application of subject matter knowledge and skills not evident; Domains and levels are not addressed
Anticipatory Set	Lesson is creatively opened by tapping interest & prior knowledge, and procedures are described	Some attempt to open lesson by tapping interest & prior knowledge, and describe procedures	Limited attempt to tap interest & prior knowledge, and describe procedures	Does not tap interest & prior knowledge, and describe procedures
Procedures	Detailed all content and resources required for instruction; Includes a variety of teaching strategies using Multiple; Intelligences theory; Used multiple methods or inquiry for student learning effective use of technology	Detailed some content required for instruction; Some teaching strategies included with use of MI theory; Some methods of student inquiry listed; some open ended questions included; appropriate use of technology	Limited details provided to teach content; Teaching strategy not clear or MI theory not evident; Limited methods of student inquiry used; lower level questioning; some use of technology	Details are not provided to teach content; Teaching strategy not clear or MI theory not evident; Methods of student inquiry not evident; lower level questioning; limited use of technology
Special Accommodati ons	Specific strategies designed to promote success for all students based on Time- Circumstances, Tasks, Communication, Response Modes; Differentiated Instruction clearly evident	Strategies designed to allow success for most students based on Time- Circumstances, Tasks, Communication, Response Modes; Some Differentiated Instruction evident	Some strategies not specific enough to support student learning based on Time- Circumstances, Tasks, Communication, Response Modes; Limited evidence of Differentiated Instruction	Strategies not specific enough to support student learning based on Time- Circumstances, Tasks, Communication, Response Modes; No evidence of Differentiated Instruction
Closure	Summary provided to reinforce learning and link to future learning	Some summary provided to reinforce learning	Limited use of summary to reinforce learning	Summary not evident or does not reinforce learning
Assessment	Appropriate and connected to all objectives Specific description of both formative and summative assessments; Details at least two different ways to represent learning; e.g. concept map, quiz, reflective response	Appropriate; connected to some objectives; Plans for both formative and summative assessment; States at least two different ways to represent learning; e.g. concept map, quiz, reflective response	Connected to objectives to a limited degree; Plans for either formative or summative assessment; States one way to represent learning; e.g. concept map, quiz, reflective response	Not connected to objectives or not appropriate; Does not include plans for either formative or summative assessment; Does not include any ways to represent learning

Shikshak Learnovation 2023 Rubric

(This Rubric is for reference only, competent authorities have rights to change, alter, modify as per the discretion of the judges)

Description	Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Meet Expectations
10	5	3	2	1
TITLE & PURPOSE	Title & purpose are clear & align with Shikshak Learnovation 2023(Aim) standards	Title & purpose reflect contents	Title & purpose given	Title & purpose vague or missing
5	5	3	2	1-0
OBJECTIVES	Observable, relates to purpose of SDG goals, including higher level	Observable relates to purpose	Objective given	Objectives unclear or not related to purpose
20	10	8	6	1-0
LESSON PLANS (See attached lesson plan)	All components of the lesson plan are included and are of excellent quality	All components of the lesson plan are included to a satisfactory level	Some components of the lesson plan are missing or inadequately addressed	Most components of the lesson plan are missing or inadequately addressed
5	5	4	3	1-0
Innovation and creativity in SDG goals 3/6/13 integration	The entire idea is very out of the box, sequence is creative and innovative. There is wow in reading.	Idea is unique, satisfactory level of SDG goal integration.	Some of components are unique ideas but there is no synergy in the entire activity	The lesson is matter of fact in innovation and un imagination creativity.
10	5	3	2	1
E-STEAM ACTIVITIES	Meaningful, motivating, learning by doing using objective- base, open ended inquiry based	Objective based, learning by doing meaningful student-centered	Objective based, meaningful	Activity limited or does not relate to objective
10	5	3	2	1
RESOURCES & MATERIALS	Creative, connect to "real world" & variety, effectively integrates technology.	Variety of resources included, integrates technology	Resources included But not effective	Resources limited or not included
5	5	4	3	1-0
INTRODUCTION	Motivating attention-getting taps prior knowledge	Attention-getting, taps prior knowledge	Taps prior knowledge	Lesson introduction minimal or lacking
5	5	4	3	1-0
CLOSURE	Summarizes & includes lesson objectives and future plans	Summarizes & includes lesson objective	Summarizes	Closure limited or not connected to lesson objectives
10	5	3	2	1
MEETING INDIVIDUAL NEEDS	Provides choices and open-ended activities for all abilities	Students have choices & variety of tasks of varying levels	Student tasks align with objectives	Tasks partially allow or do not allow for individual differences
10	5	3	2	1
EVALUATION	Variety of assessment strategies included & consistent with objectives	Both pupil and teacher assessment included	Includes teacher or pupil assessment strategies	Limited or no assessment strategies includes
10	5	3	2	1
ORGANIZATION AND QUALITY	Well-planned, sequential, clearly organized, thorough development	Organized, sequential	Some organization	Minimal or no organization and development
10	5	3	2	1
Video EXPLANATION OF PROJECT DESIGN AND METHODOLOGY	<ul style="list-style-type: none"> • Clear and concise • Key concepts explained well • Understandable by an educated non-expert 	<ul style="list-style-type: none"> • Clear • Key concepts explained • Understandable by an expert but not an educated non-expert 	<ul style="list-style-type: none"> • Somewhat unclear • Not all key concepts explained • Somewhat unclear to experts and non-experts 	<ul style="list-style-type: none"> • Poor • Key concepts not explained • Confusing to all