

**Rubric for 5E Lesson Plan**

<b>Teach 1 Rubric</b>	<b>1 – Meets requirements minimally</b>	<b>2 – Meets requirements</b>	<b>3 – Exceeds requirements</b>
<b>LESSON PLAN ELEMENTS</b>			
<b>Objectives for Lesson</b>	States specific objectives in some format	States an appropriate number of specific, prioritized objectives, including some higher order objectives. Includes some description of desired student behaviors.	Clearly states a reasonable number of prioritized objectives referenced to the IPGs, the TEKS and the national standards. Includes higher order objectives and detailed descriptions of desired student outcomes. Linked to assessments
<b>Safety Requirements</b>	Fails to use or instruct students in safe experimental procedures, plan productive student work in field settings, treat live organisms or specimens with respect and care	Consistently uses and instructs students how to carry out experiments safely and ethically, respecting all life forms and protecting specimens from abuse, in the laboratory and in the field	Establishes a learning environment where safety for all students and ethical treatment of living organisms or specimens is assured, but freedom to inquire about and experiment with natural phenomenon is integral to every task.
<b>Equipment list</b>	Contains a list of all critical equipment	Contains a detailed description of all equipment that will be used by students and instructor.	Contains a detailed description of all equipment that will be used by students and instructor, referencing sources, packaging, etc.
<b>Engagement</b>	Has some form of engagement in which students participate.	Has an engagement that gets all students to thinking about the topic/problem to be addressed, allows students to present multiple approaches, solutions.	Has an engagement which gets all students to recognize the need for further exploration, stimulates concept development. Provides challenge but is still approachable. Allows for multiple solutions, approaches and requires all students to share them. Provides formative assessment.
<b>Exploration</b>	Includes exploration activity in which all students explore the concepts/issues at hand, but requires instructors to present some of the important concepts.	Includes exploration activity with clear objectives which allows students to discover important features of the target concepts	Includes exploration activity designed so that students will be confronted with all important concepts/issues and develop all important aspects of the target concepts for themselves.
<b>Explanation</b>	Allows students some opportunity to present their work, but basic explanation is provided by instructors	Allows students to present and explain their work and contribute important points to the explanation. Students are asked to evaluate any instructor-presented material in the light of their exploration.	Although guided by the instructor, students generate the explanation of the concepts themselves based on their exploration. All important ideas originate with the students. All students participate and all approaches are evaluated in the light of group consensus.
<b>Elaboration/Extension</b>	Includes some idea of how the	Contains plans for extending the	Contain plans for allowing students to

	material might be extended if students finish early	concept development in ways that provide formative assessment.	extend their concept development that provide formative assessment and provide engagement for study in other areas, continuations of the curriculum.
<b>Evaluation</b>	Includes some form of assessment of student learning	Uses a variety of assessments, including some that test for higher order understanding, throughout the lesson.	Includes multiple assessments that permit students to use multiple approaches to solutions. Incorporates formative assessment at each stage.
<b>Modifications</b>	Contains modifications for any students identified as having special needs.	Contains modifications for identified students as well as hypothetical students who might be identified.	Contains detailed modifications for all types of identified students.
<b>Assessments</b>	Contains some form of assessment with scoring key.	Contains summative assessments with detailed scoring key/rubric.	Contains detailed formative and summative assessments with scoring key/rubrics for both, directly tied to objectives.
<b>All student materials</b>	Describes any material that will be handed out to students in detail.	Includes copies of all material (hand outs, assessments, instructions) that will be distributed to students.	Includes copies of all material (hand outs, assessments, instructions) that will be distributed to students. Has detailed instructor notes on when/how materials will be used as well as any ancillary materials (overheads, models, other visual aids)
<b>Teachers' Guide</b>	Contains a list of important implementation notes for teachers.	Contains detailed explanation of concept, including key equations, possible misconceptions and difficulties, and follow up moves. Contains a list of important implementation notes for teachers.	Contains detailed explanation of concept, including key equations, possible misconceptions and difficulties, and follow up moves. Contains a list of important implementation notes for teachers. Contains sample student work from each category of the student rubric.