# Project ImPACT Lesson Plan Rubric

**Name:**  
Nancy Goode  
**Date:**  
3-3-03  
**Lesson:**  
Discovering Our Planets

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>DEVELOPING</th>
<th>ACCOMPLISHED</th>
<th>COMMENTS</th>
</tr>
</thead>
</table>
| **Format**                          | • Incomplete lesson plan.  
• Inappropriate use of template.  
• Some grammatical and/or spelling errors | • ✔ Complete lesson plan.  
• ✔ Template completed and used appropriately.  
• ✔ Clearly written with no grammatical or spelling errors | Lesson plan is complete and has all the necessary components.           |
| **Objectives**                      | • Does not contain appropriate subject-specific and grade level learning objectives.  
• Objectives are not reflected in the lesson plan/assessment. | • ✔ Contains appropriate subject-specific and grade level learning objectives  
• ✔ There is integration of two or more subject areas  
• ✔ Is reflected in lesson plan/assessment |                                                                                   |
| **Tennessee State Learning Accomplishments** | • Does not contain appropriate subject-specific and grade level learning accomplishments  
• Learning accomplishments are not reflected in the lesson assessment. | • ✔ Contains appropriate subject-specific and grade level learning accomplishments  
• ✔ There is integration of two or more subject areas  
• ✔ Is reflected in lesson assessment | Integrates Science and Language Art subject areas.  
Language Arts learning accomplishments are reflected in lesson assessment but no science learning accomplishments are reflected in lesson assessment. |
| **NETS Performance Indicators**     | • Not identified.  
• Indicators are not appropriate for/reflect in this lesson. | • ✔ Contains appropriate technology performance indicators. | Identified 3 NETS performance indicators.                                 |
| **Short description of lesson**     | • Limited description of lesson  
• Length of lesson description exceeds designated word limit. | • ✔ Sufficient description of lesson. | Description of lesson is concise, accurate, and self-contained.          |
| **Materials and Teacher Preparation** | • Incomplete list included.  
• No or few resources for students.  
• Partial preparation included. | • ✔ Complete list included.  
• ✔ Complete list of resources for students.  
• ✔ Complete preparation indicated including technology hardware and software required. | Need complete list of resource books and websites.                      |
| **Prerequisite Technology Skills**  | • Prerequisite technology skills identified do not match NETS Performance Indicators | • ✔ Complete list of prerequisite technology skills identified and matches NETS Performance Indicators | Uses questions to focus attention of students.  
Uses visual, tactile, and auditory sensory support.  
Students create PowerPoint slide show and book to aid recall  
Student-centered lesson Closure |
### Activity Length and Class Layout

- Time allotted for activity is not appropriate.
- Limited description of where learning will take place and how students will be grouped.
- Activity length is appropriate.
- Complete description of class layout

**Consists of whole group discussion about solar system.**

**Good use of cooperative learning strategy**

### Procedures

- Does not focus attention of students.
- Incomplete or inaccurate sequence of procedures students will do.
- No multi-sensory related support related to lesson.
- No use of technology
- No practice of lesson skill incorporating the use of student-centered technology
- No check for understanding of skill or concept.
- Does not match stated learning accomplishments.
- Varied learning styles are not addressed.
- No closure identified.
- Does not follow designated format for numbering of procedural steps.
- Focuses attention of students.
- Clearly stated and logically sequenced explanation.
- Demonstrates what the students will do, providing some kind of sensory support related to the lesson including two or more of the following:
  - Provides multi-sensory support related to the lesson using technology.
  - Builds network of keys to aid recall.
  - Provides an oral model for content.
  - Provides pictures, maps, charts, dramatizations, demonstrations of processes, or any other visual assists, including technology.
  - Integrates student-centered and/or interdisciplinary components.
  - Provides adequate practice of lesson skill incorporating the use of student-centered technology.
  - Checks for understanding of material and activities to ensure students have mastered skill or concept.
  - At least two learning styles are addressed.
  - Incorporates the use of student-centered technology.
  - Matches stated learning accomplishments.
  - Closure identified and 90% of students participate.

### Student Products

- Student product does not match stated learning accomplishments.
- No student product
- Student product matches stated learning accomplishments.
- Incorporates the use of student-centered technology.

**Students create a slideshow presentation.**

**Slideshow demonstrates all identified**
<table>
<thead>
<tr>
<th>Assessment</th>
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<tbody>
<tr>
<td>• Not identified or assessment does not match stated learning accomplishments.</td>
<td>• Identified and matches stated learning accomplishments.</td>
<td>• Language Arts learning accomplishments are reflected in lesson assessment but no science learning accomplishments are reflected in lesson assessment</td>
<td></td>
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<tr>
<td>• No use of student-centered technology.</td>
<td>• Student-centered technology identified and utilized.</td>
<td></td>
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</tr>
<tr>
<td>• Rubric is not attached.</td>
<td>• Product rubric included for self, peer, and teacher evaluation.</td>
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<table>
<thead>
<tr>
<th>Extensions/Modifications</th>
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<tbody>
<tr>
<td>• Does not ask students to extend or transfer knowledge and/or skills acquired.</td>
<td>• Asks students to extend or transfer knowledge and/or skills acquired.</td>
<td>Adaptations identified for students with different special needs</td>
<td></td>
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<tr>
<td>• Adaptations identified for learners with special needs.</td>
<td>• Adaptations identified for learners with special needs and gifted learners.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Extension/modifications not identified.</td>
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<table>
<thead>
<tr>
<th>Keywords</th>
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<tbody>
<tr>
<td>• Key words are not appropriate</td>
<td>• Key words are appropriate</td>
<td></td>
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<tr>
<td>• Does not follow designated formatting.</td>
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