

Atlanta Science Festival Lesson Plan Contest Rubric

Adapted from the GA DOE TKES TAPS & STEM Certification Rubrics

PROFESSIONAL KNOWLEDGE (TKES): The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of the students by providing relevant learning experiences.

1.1 The teacher addresses appropriate curriculum standards and integrates key content elements.

1.6 The teacher bases instruction on goals that reflect high expectations for all students.

<input type="checkbox"/> Not Evident - 1	<input type="checkbox"/> Emerging - 2	<input type="checkbox"/> Proficient - 3	<input type="checkbox"/> Exemplary - 4
Plans do not appropriately reflect what students are expected to know, do, or understand in the assigned grade level, or content area.	GPS are included and outcomes to expect in student learning; however, plans may lack appropriate rigor for the grade level, and content area.	Lesson appropriately addresses the rigor of the curriculum in the grade level, and content area.	The lesson demonstrates an understanding of GPS, including GPS standards, purposes, expectations, and articulation across grades/courses. Lesson is exemplary of GPS-based planning.
The lesson does not connect the assigned content to other content areas, the real world or lives and interests of students.	The lesson relates the assigned content to other content areas and/or to the real world or lives and interests of students. However, the connection(s) are not clear or one to which students can not relate.	The lesson relates the assigned content to the interests and lives of students through interesting and real world applications and/or other curriculum.	The lesson is related to the lives and interests of students by connecting the assigned content area to other content areas and establishes connections between what students are learning and the real world. Students can then enhance their own learning by making connections across content areas and to topics outside of the classroom.

INSTRUCTIONAL PLANNING (TKES) – The teacher plans use state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.

2.2 The teacher develops plans that are clear, logical, sequential, and integrated across the curriculum.

2.5. Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.

2.6 The teacher develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.

<input type="checkbox"/> Not Evident - 1	<input type="checkbox"/> Emerging - 2	<input type="checkbox"/> Proficient - 3	<input type="checkbox"/> Exemplary - 4
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The lesson plan is not clear, logical, and sequential across the curriculum.	The lesson plan is somewhat clear, logical, and sequential across the curriculum. The teacher creates teaching and learning experiences that are aligned to the curriculum and somewhat engaging for the learners.	The lesson plan is clear, logical, and sequential across the curriculum. The teacher creates engaging learning experiences that are aligned to the curriculum and student needs.	The lesson plan is clear, logical, and sequential across the curriculum. Lesson begins with a strategy to 1) elicit prior knowledge and/or 2) actively engage students in the content. This is followed by opportunities for content development.
The lesson plan does not include an example of differentiation/accommodations to meet the needs of diverse learners.	The lesson includes a vague example of differentiation/accommodations to meet the needs of diverse learners.	The lesson includes at least one example of differentiation/accommodations to meet the needs of diverse learners.	The lesson includes multiple examples of differentiation/accommodations to meet the needs of diverse learners.
INSTRUCTIONAL STRATEGIES (TKES) – The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students’ acquisition of key knowledge and skills.			
3.1 Engages students in active learning and maintains interest. 3.2 Building upon students’ existing knowledge and skills. 3.4 Uses a variety of research-based instructional strategies and resources.			
<input type="checkbox"/> Not Evident - 1	<input type="checkbox"/> Emerging - 2	<input type="checkbox"/> Proficient - 3	<input type="checkbox"/> Exemplary - 4
The teacher does not emphasize student engagement in the lesson.	Lesson openings consistently begin with vocabulary development, reading from the textbook or similar activity that does not actively engage students in the new content.	Lesson opening may utilize both vocabulary development and opportunities for students to actively engage with the new content.	The lesson is consistently characterized by opportunities for students to actively engage in content development through student-centered inquiry based experiences.
The lesson includes appropriate connections to two or more STEM areas: Science, Technology, Engineering, Mathematics			
There is little or no integration of STEM subjects.	Lesson does not provide grade level appropriate explicit assimilation of concepts from more than one STEM discipline and/or problems/projects does not require more than one discipline for solutions.	Lesson provides grade level appropriate concepts from more than one STEM discipline and problems/projects require more than one discipline for solutions.	Lesson provides exemplary and grade level appropriate connections of concepts from more than one STEM discipline and problems/projects require more than one discipline for solutions.

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The lessons include appropriate rigor.			
Lesson is taught in a silo by discipline and instruction focuses on knowledge awareness and comprehension of information. Classroom instruction is predominantly teacher-centered.	Lesson is predominantly teacher-centered. Student work shows them working on designing solutions to problems centered on a discipline at a time by applying knowledge to new situations.	Lesson is predominantly student-centered and students extend and refine their acquired knowledge to routinely analyze & solve problems, as well as create unique solutions.	Lesson is predominantly student-centered and students have the competence to think in complex ways and also apply the knowledge & skills they have acquired. When confronted with perplexing unknowns, students are able to create solutions & take action that further develops their skills & knowledge.
ASSESSMENT STRATEGIES (TKES) – The teacher systemically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.			
5.1 Aligns student assessment with the established curriculum and benchmarks.			
5.3 Varies and modifies assessments to determine individual student needs and progress.			
<input type="checkbox"/> Not Evident - 1	<input type="checkbox"/> Emerging - 2	<input type="checkbox"/> Proficient - 3	<input type="checkbox"/> Exemplary - 4
The teacher does not plan assessment strategies related to mastery of GPS.	The teacher plans assessments based on desired student outcomes; however, assessments do not always reflect progress toward mastery of GPS.	The teacher plans appropriate assessments based on desired student outcomes that reflect progress toward mastery of GPS.	The teacher plans appropriate assessments based on desired student outcomes so that students can demonstrate progress toward mastery of GPS. Teacher modifies the assessments based on individual student needs.

SCORING

Rubric Subtotal (8 categories x 4 points = 32 points maximum)	
Documentation of Resources (2 points maximum)	
Judge's Discretion (6 point maximum)	
TOTAL (40 points maximum)	