

Appendix - IX

Rubric for Lesson Plans

Rubric has been constructed and used by the Researcher to assess the lesson plans developed by the Pre-Service Teachers based on ICTACLA.

Performance Criteria:

Sr. No.	Category	Excellent	Very Good	Satisfactory	Needs Improvement
1	Learning Objectives	Learning objectives are clear and have been addressed.	Most of the learning objectives have been addressed, but not all.	Learning objectives are very unclear and have been slightly addressed	Learning objectives are missing or very unclear
2	Required elements	Lesson plan correctly identifies and orders all the five requirements of 5 E's	All but 1 required elements are correctly identified of the 5E's	All but 2 required elements are correctly identified of the 5E's	Several elements are incorrectly identified of the 5E's
3	Cooperation	Included students co-operative groups, Given different activities in the group, included the opportunities to be given to all students	Included students co-operative groups, Given different activities in the group, not included the opportunities to be given to all students	Included students co-operative groups, But not included different activities in the group, and not included the opportunities to be given to all students	No co-operative groups have been included
4	Use Of ICT	Successful use of computer applications used suggested internet links to find the information and navigates within these sites easily.	Usually used all the applications with the help of assistance and do not used more internet links	Occasionally able to use suggested internet links to find the information and navigates within these sites	Needs assistance even in computer skills and internet linking and navigating

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5	Uses awareness of student preconceptions related to content	Teacher has assessed students to discover student preconceptions related to the lesson content and used that to shape the activity/lesson	Teacher has assessed students to discover student preconceptions related to the lesson content-but has not adjusted the lesson	Teacher has assumptions regarding student preconceptions, but has not assessed students to discover student preconceptions related to the lesson content	Teacher disregards student preconceptions
6	Uses student interest/culture in lesson design	Teacher is very aware of both student interests and culture and uses both to create an engaging and sensitive learning environment	Teacher is somewhat aware of both student interests and culture and uses what is known to create an engaging and sensitive learning environment for some of the students.	Teacher is unaware of both student interests and culture but uses at least one to create an engaging and sensitive learning environment for some student in some respects	Teacher is unaware of student interests and culture and does not use either as a factor in creating the learning environment
7	Uses 'student centered' activities and scaffolds appropriately	Students spend the majority of class time engaged in rich collaborative content related activities -teacher acts a facilitator	Students spend some of class time engaged in rich collaborative content related activities -teacher presents ideas for students to consider for solutions	Students spend some of class time engaged in collaborative content related activities -but teacher models possible paths to solutions before activity	Students do not spend class time engaged in rich collaborative content related activities
8	Engagement	Addresses all components of this stage captures students' attention, accesses prior knowledge, and identifies appropriate activities	Missing one of the following components: captures students' attention, accesses prior knowledge, and identifies appropriate activities	Missing two of the following components' captures students' attention, accesses prior knowledge, and identifies appropriate activities.	No proper engagement of the students has been used

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9	Exploration	Addresses all components of this stage. student centered, teacher as guide, interactive, inquiry based, direct concrete experiences with the concept	Missing one components of this stage. student centered, teacher as guide, interactive, inquiry based, direct concrete experiences with the concept	Missing two of components of this stage student centered, teacher as guide, interactive, inquiry based, direct concrete experiences with the concept	Not at all explored the information
10	Explanation	Addresses all components of this stage: teacher and students work together, analysis of info from exploration, teacher clarifies info and shares scientific terminology, and concept is formed	Missing one of the components of this stage teacher and students work together, analysis of info from exploration, teacher clarifies info and shares scientific terminology, and concept is formed	Missing two components of this stage teacher and students work together, analysis of info from exploration, teacher clarifies info and shares scientific terminology, and concept is formed	Not at all used these components
11	Elaboration	Addresses all components of this stage student centered active learning, activities to deepen understanding of concept OR apply to a real world situation	Missing one component of this stage student centered active learning, activities to deepen understanding of concept OR apply to a real world situation	Missing two component of this stage. student centered active learning, activities to deepen understanding of concept OR apply to a real world situation	No extension of the topic
12	Evaluation	Appropriate formative and summative evaluation tools are identified throughout lesson	Evaluation conducted only at end of lesson.	Lacking means to evaluate or inappropriate tool identified	No evaluation elements are included