

# EDU 620 Preteaching Conceptualization Class Rubric

	Fails to Provide (0)	Emergent (1)	Satisfactory (2)	Score/Level
Concept	Concept is not clearly defined or missing. Bloom's Taxonomy is not addressed.	Content examples are not provided for at least two of Bloom's levels at application or higher.	Concept is clearly defined. Content examples are not provided for at least two of Bloom's levels at application or higher.	
Structure	Structure is not clearly defined or missing.	The sequence of the lesson's activities is clearly laid out. Content examples are not provided for each of the activities nor referenced to other sections of the paper.	The sequence of the lesson's activities is clearly laid out. Content examples are provided for each of the activities or referenced to other sections of the paper.	
Prior Knowledge	Prior Knowledge is not clearly defined or missing.	Clearly describes the activity that will assess prior knowledge but does not provide content example.	Clearly describes the activity that will assess prior knowledge and provides content example.	
Developmental Level	Cognitive developmental level(s) is not clearly defined or missing.	Accurately describes students' likely cognitive developmental level(s), identifies corresponding learning activity(s), but does not provide content example(s).	Accurately describes students' likely cognitive developmental level(s), identifies corresponding learning activity(s), and provides content example(s).	
Anticipatory Set	Anticipatory set is not clearly defined or missing.	Clearly describes the activity that will serve as the anticipatory set but does not provide content example.	Clearly describes the activity that will serve as the anticipatory set and provides content example.	
Motivation	Primary motivating activity is not clearly identified or missing.	Clearly describes the primary activity(s) that will promote student motivation but does not provide content example.	Clearly describes the primary activity(s) that will promote student motivation with content example.	
Discovery	Discovery activity is not clearly identified or missing.	Clearly describes the activity(s) that will allow students to discover information but does not provide content example.	Clearly describes the activity(s) that will allow students to discover information with content example.	
Creativity	Creativity is not clearly identified or missing for teacher and/or students.	Clearly describes how the teacher and students are being creative but does not	Clearly describes how the teacher is being creative with content example. Clearly	



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		provide a content example for both.	describes how students are being creative with content example.	
Exceptionality	Instruction focused on fast and slow learners is not clearly identified or missing.	Clearly describes the activity(s) that will be included for fast learners and describes an activity(s) that will be modified for slow learners but does not provide content examples for both.	Clearly describes the activity(s) that will be included for fast learners with content examples. Clearly describes an activity(s) that will be modified for slow learners with content examples.	
Measurement & Evaluation	Assessment is not clearly identified or missing.	Clearly describes an assessment method(s) that is labeled as requiring Bloom's Application level or higher but does not provide content example(s).	Clearly describes an assessment method (s) that is labeled as requiring Bloom's Application level or higher with a content example(s).	
Transfer	Transfer is not clearly identified or missing.	Clearly describes two subject areas that the lesson could transfer but does not provide content example(s).	Clearly describes two subject areas that the lesson could transfer to with content example(s).	
Overall Lesson <b>(Section is awarded a score of 1, 2 or 3.</b>	Paper is not structured in the sections identified above with sections presented in order. OR Paper is not clearly written and has multiple errors in spelling and grammar. OR Paper contains extraneous information that is not required for the assignment.	Overall lesson design is not considered Advanced because it concerns following directions and assignment completion, which are considered fundamentals of graduate level work, not mastery of pedagogical content.	Paper is structured in the sections identified above with sections presented in order. Paper is clearly written with minimal errors in spelling and grammar. Paper is free of extraneous information that is not required for the assignment.	
<b>Name</b>			<b>Total Score (Maximum 25)</b>	

