

Agricultural Education CDE Lesson Plan Rubric

Competitor: _____ School: _____

Lesson: _____

| CATEGORY | Exemplary 5 | Proficient 4 | Basic 3 | Unsatisfactory 2-0 | Score |
|--------------------------|--|--|--|---|-------|
| Unit/Lesson Title | The title is accurate, creative, and has an action-oriented title. The problem area is accurate and fits into the Intro to Ag curriculum | The title is accurate and has an action-oriented lesson title. The unit is accurate but does not fit within the defined area | The title lacks focus and does not utilize an action-oriented lesson title. The unit lacks detail and is not clearly defined within the curriculum | The title is off base, lacks organization, and fails to present an action-oriented title. The unit does not fit within the area or curriculum | |
| Objectives | Objectives are clear and concise, pertinent to lesson and written in an assessable manor | Objectives are pertinent to lesson and written in an assessable manor | Objectives are too broad and would be difficult to assess | Objectives are not focused, written in a non-assessable manor and/or do not provide direction to the unit | |
| Interest Approach | Grabs the students' attention, is creative, innovative, well thought out, and engages the students | Grabs the students' attention, well thought out and engages the students | Fails to engage the student, provides little focus for the lesson | Focus, creativity, and student engagement is lacking | |
| Methodology | Activities exist for each objective taught, are creative and allow students with various learning styles to excel | Activities for each objective are sufficient, address some different learning styles | Activities for some objectives exist but lack student involvement and are repetitive to an individual learning style | Activities do not engage the students and lack key details in being successful learning devices. | |

| | | | | | |
|-----------------------------------|---|---|---|--|--|
| Checking for Understanding | Evaluations of comprehension for each objective are innovative and do an exceptional job giving clear direction, use different strategies, assessing knowledge and are well organized | Evaluations of comprehension are organized, directions are present on each section and different methods are used | Evaluation of comprehension lack organization and clarity, directions are difficult to follow and do not use a variety of upper and lower level questions | Evaluation of comprehension needs more effort, lacks clarity and direction | |
| Conclusion | Main points and objectives are successfully review and student comprehension assessed | Main points and objectives are reviewed and partial student comprehension assessed. | Main points and objectives are inadequately reviewed with minimal student comprehension assessed | Main points and objectives are not reviewed, with no student comprehension assessed. | |

| CATEGORY | Exemplary 5 | Proficient 4 | Basic 3 | Unsatisfactory 2-0 | Score |
|--|--|--|---|--|-------|
| Assessment | Assessments for the lesson are innovative and do an exceptional job giving clear direction, use different strategies, assessing knowledge, and are well organized | Assessments are organized, directions are present on each section and different methods are used | Assessments lack organization and clarity, directions are difficult to follow and do not use a variety of upper and lower level questions | Assessment needs more effort, lacks clarity and direction | |
| Documentation of Materials | Proper use of creativity, color, knowledge, technology, and pertinent information. Attached to lesson plan. | Uses proper color, knowledge and pertinent information. Attached to lesson plan. | Lacks creativity, focus and accurate information. Attached to lesson plan | Complete disregard for visual support and student learning. No items attached. | |
| Materials, Supplies, References | The material and supplies list is complete and identifies all visual aids needed while teaching the lesson. The references listed are complete, accurate and provide credit via citations of work(s) utilized. | The materials and supplies list is complete but lacks detail regarding use of items during instruction. The references are listed in a manner where most of them can be located for later use. | The materials and supplies list is incomplete and does not detail all of the visual aids used in the lesson. The references are vague and hard to locate for later use. | The materials and supplies list is not utilized. The references list is lacking detail or is completely missing. | |
| Spelling, Grammar, Punctuation | Lesson plan contains no errors | Lesson plan contains 1-3 errors | Lesson plan contains 4-6 errors | Lesson plan contains more than 6 errors | |
| <u>Total Points</u> | | | | | /50 |

Competitor: _____ School: _____

Agricultural Education CDE Assessment Plan Rubric

Competitor: _____ **School:** _____

Lesson: _____

| | | | | | |
|--|---|---|---|---|----------------|
| Type of Assessment tool | Exam or quiz <input type="checkbox"/> | Presentation <input type="checkbox"/> | Project <input type="checkbox"/> | Paper <input type="checkbox"/> | Other _____ |
| CATEGORY | Exemplary 5 | Proficient 4 | Basic 3 | Unsatisfactory 2-0 | Score |
| Lesson Plan Objectives (same as for lesson plan) | Objectives are clear and concise, pertinent to lesson and written in an assessable manor | Objectives are pertinent to lesson and written in an assessable manor | Objectives are too broad and would be difficult to assess | Objectives are not focused, written in a non-assessable manor and/or do not provide direction to the unit | |
| Assessment Tool Addresses Objectives | All objectives are clearly addressed in the assessment tool | All objectives are addressed, but some are indirectly or not clearly addressed | Only a portion of the objectives are included in the assessment tool | Assessment tool does not relate to the lesson plan objectives. | |
| Exam or quiz (use this line only if assessment is a quiz or exam) | Questions are clear and relate to lesson objectives. Questions include answers that can be easily and correctly scored | Questions are clear but not all relate to lesson objectives. Questions can be easily scored | Questions are a bit ambiguous and do not necessarily relate to the lesson. | Questions are poorly written, cannot be scored easily and reliably, and do not address lesson objectives | |
| Directions for paper, project, or other (use this line if assessment is not a quiz or exam) | Directions clearly tell students how to write the paper, create the project, make the presentation. Directions explain how the project should address lesson objectives | Directions are clear about what needs to be included in the paper/project but do not clearly explain how this project should address lesson objectives. | Directions are minimal in telling the student what to do and lack directions of how to address the lesson objectives. | Directions are poorly written and do not provide guidance for the students to complete the project. | |
| Means by which the learning will be assessed | All quiz or exam answers are included and are clear so they can be corrected easily. A clear rubric for project grading is included | Quiz or exam answers are included but not all are clear, providing some correcting problems. A rubric for projects is included but is sketchy. | Not all quiz or exam answers are provided. Rubric for projects is vague. | Answers or rubric not included. | |
| Overall quality of the assessment tool | Assessment tool is clear and provides a reliable and valid means to assess student learning. | Assessment tool lacks some clarity but can generally be used to assess student learning. | Assessment tool is vague and unrelated to students learning the lesson objectives. | Assessment tool is missing or has no relation to student learn of lesson objectives. | |

| | | | | | |
|----------------------------|--|--|--|--|--|
| <u>Total Points</u> | | | | | |
|----------------------------|--|--|--|--|--|

Agricultural Education CDE Lesson Plan Demonstration Rubric

Competitor: _____ School: _____

Lesson: _____

| CATEGORY | Exemplary 10-9 | Proficient 8-7 | Basic 6-5 | Unsatisfactory 4-0 | Score |
|---------------------------|--|---|---|--|-------|
| ANTICIPATORY SET | | | | | |
| Create Interest | Participant uses an original, creative and relevant hook to engage the students | Participant has a creative and relevant hook to engage the students | Participant attempts to create interest in the content | Participant makes no attempt to create interest in | |
| Visual Aid or Demo | Visual aid/demonstration enhanced the interest of the students & is seamlessly tied to content | Visual aid/demonstration are used effectively throughout the presentation and are mostly tied to content | Visual aid/demonstration are present in the anticipatory set and are loosely tied to the content | Visual aid/demonstration are not present or have no tie to the content | |
| LESSON OBJECTIVES | | | | | |
| Quality Objectives | All objectives are clearly stated either verbally or in a written manner and relate to relevant student experience | Some objectives are stated either verbally or in a written manner and relate to relevant student experience | Objectives are not clearly shared but are implied and the relevance to student experience is weak | Objectives are not shared in any form | |
| PROVIDED INPUTS | | | | | |
| Teaching Methods | Participant used a wide variety of teaching methods and was able to transition between the methods with minimal challenges | Participant used multiple teaching methods and had some challenges transitioning between methods | Participant attempted to use more than one method; some methods were ineffective for the content | Participant used the same teaching method throughout the entire presentation | |

| | | | | | |
|----------------------------------|---|--|--|--|--|
| Enthusiasm for Subject | Participant enthusiasm for the subject and teaching is evident throughout the entire lesson | Participant shows enthusiasm for the subject and teaching most of the time | Participant shows enthusiasm for only a part of the lesson | Participant shows little/no enthusiasm for the subject or teaching | |
| CHECKED FOR COMPREHENSION | | | | | |
| Class Discussion | All students were actively involved in the discussion and feedback was given | Most students were actively involved in the discussion and efforts were made to provide feedback | Few students were involved in the discussion and minimal feedback was provided | No class discussion | |
| Types of Questions | Questions were high level, requiring critical thinking | Attempts were made to include higher level, critical thinking questions | Questions were basic with little critical thinking involved | Few/no questions were asked | |

| Category | Exemplary 10-9 | Proficient 8-7 | Basic 6-5 | Unsatisfactory 4-0 | Score |
|---------------------------------|---|--|---|--|-------|
| Organization | The lesson/materials were all organized in a logical format and enhanced the lesson | The lesson/materials were somewhat organized | The lesson/materials had little organization and disrupted the lesson | The lesson/materials were not organized causing major disruption to lesson | |
| Student Engagement | Participant allowed for and developed student engagement throughout the entire lesson | Participant developed student engagement during major portions of the lesson | Participant made attempts to develop student engagement with some challenges | Little to no student engagement was developed throughout a majority of the lesson | |
| Understanding of Content | Participant had a solid grasp of the content that they were teaching, evident throughout the presentation | Participant had a good grasp on content with only 1-2 challenges | Participant had a very basic understanding of the content with some challenges | Participant had little to no understanding of the content and concepts being taught | |
| Room Use | Participant used the room effectively throughout the presentation, moving about the area in a natural way | Participant used the room effectively during many parts of the presentation | Participant made little use of the space provided with little effect on the overall lesson | Participant didn't use the room to aid in the presentation. Very little movement or distracting movement effected lesson | |
| Language Skills | Participant was able to communicate in an appropriate, effective manner throughout the entire lesson | Participant communicated appropriately throughout a majority of the lesson | Participant had some challenges with their communication, at times using ineffective language | Participants struggled to communicate with the age appropriate language and it had major effects on the lesson. | |
| <u>Total Points</u> | | | | | /120 |

Agricultural Education CDE Reflection Rubric

Competitor: _____ School: _____

Lesson: _____

| CATEGORY | Exemplary 10-9 | Proficient 8-7 | Basic 6-5 | Unsatisfactory 4-0 | Score |
|---|--|---|--|---|-------|
| Objectively Reflects on the Overall Lesson | Explains relevant details of the lesson, identifying strengths and areas of improvement, with focus on overall improvement | Explains relevant details of the lesson, lack focus on identifying specific strengths or areas of improvement | Provides basic overview of the lesson, struggles to identify specifics of the lesson &/or lacks focus on overall improvement | Little to no overview of the lesson, lacks focus on strengths and areas to improve | |
| Reflecting on Teaching Methods Used | Clearly identifies teaching methods selected and provides compelling reasons why those methods were selected | Identifies some teaching methods selected and provides reasons why those methods were selected | Attempts to identifying teaching methods use and provides some reasoning for why those methods were selected | Little to no explanation of teaching methods that were selected | |
| Reflecting on Student Engagement | Focuses reflection on identifying strong examples of student engagement and develops specific plans to increase engagement in the future | Puts some focus on identifying examples of student engagement and makes some plans to increase engagement in the future | Addresses student engagement with general ideas on ways to improve, lacks specific examples | Little to no reflection on student engagement, provides no ideas on ways to increase engagement in the future | |
| Identifying and Utilizing Direct and Indirect Feedback | Identifies direct and indirect feedback from various sources and uses it effectively to improve the lesson | Identifies some feedback and uses it to make some improvements to the lesson | Identifies some feedback but struggles to use it to make improvements to the lesson | Identifies little to no feedback and is unable to use it to make improvements to the lesson | |
| Approach & Attitude | Reflection is open, genuine, articulate and well thought out. Participant was able to use specifics and draw insight from reflecting | Reflection is mostly open, genuine, and articulate. Participant was able to use some specifics and gain some insight | Reflection is complete with some struggles in articulating specifics or gaining strong insight | Reflection is incomplete and lacks openness or a genuine effort to reflect and gain insight | |
| <u>Total Points</u> | | | | | /50 |

Ag Education CDE Questions Rubric

Competitor: _____ School: _____

Lesson: _____

| Criteria | Strong evidence skill is present (5-4 points) | Moderate evidence skill is present (3-2 points) | Strong evidence skill is not present (1-0 points) | Points earned from judge | Weight | Total Score |
|--|--|--|--|--------------------------|--------|-------------|
| Detail oriented | Student is detail oriented in their response and uses details to support their answers; thorough explanation is used to provide a detailed response | Student is mostly good at being detail oriented and usually provides support for their response but lacks some detail that creates a thorough explanation | Student has difficulty being detail oriented; response is simple and lacks important details that provide a thorough explanation of their answer | | x2 | |
| Nature of Response | Student speaks with comfort and ease throughout explanation; little to no hesitation in answers; student organizes thoughts quickly to provide organized and concise answers | Student speaks mostly without hesitation but at times seems unsure or nervous; student organizes thoughts with some time but takes pauses to collect more thoughts | Student shows nervousness and seems unprepared when speaking; student attempts to organize thoughts but often pauses, rambles, or speaks before thinking | | x2 | |
| Use of examples within response | Student provides vivid examples from lesson plan and/or demonstration to support their answer with clarity and understanding | Student uses some examples from lesson plan and/or demonstration to support answer but lacks clarity to provide relevant support of response | Student does not provide examples from lesson plan and/or demonstration to support answers | | x2 | |
| TOTAL POINTS | | | | | | /30 |

**FFA Ag Education CDE
Final Scores:**

Competitor: _____ **School:** _____

| CATEGORY | | SCORE |
|-------------------|--|-------|
| Test | | /50 |
| Lesson Plan | | /50 |
| Assessment | | /50 |
| Demonstration | | /120 |
| Judge's Questions | | /30 |
| Overall Total | | /300 |