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 |  |
| ***Total Points*** |  |  |  |  | /50 |

  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 make 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. |  |
| ***Total Points*** |  |  |  |  | /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 |  |
| ***Total Points*** |  |  |  |  | /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 |

**Ag Education CDE**

**Final Scores:**

**Competitor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **CATEGORY** | **Score** |
| **Test** | /50 |
| **Lesson Plan** | /50 |
| **Reflection** | /50 |
| **Demonstration** | /120 |
| **Judge’s Questions** | /30 |
| **OVERALL TOTAL** | /300 |