

## Methods Social Studies Project Rubric

Attributes: K (Knowledge); S (Skills); (D) Dispositions; (I) Impact on Student Learning

Steps & Point Range	Needs Improvement	Meets Expectations	Exceptional	Attributes & Standards
<p><b><u>STEP I. PLANNING AND PREPARATION</u></b>  <b>A. Selection of appropriate topic.</b>  <b>(1-6 pts.)</b></p>	<p>Topic does not fit well into social studies theme and developmental level of students. Weakly connected or not connected to state, national and/or local curriculum standards. Inspiration 8 web not included or few or unconnected ideas. Did not meet with CT to discuss lesson.</p> <p><b>1-3 pts.</b></p>	<p>Topic selection appropriate for social studies theme and developmental level of students. Connected to national, state, and/or local curriculum standards. Inspiration 8 web included with several, well-connected ideas. Met with CT to discuss lesson.</p> <p><b>4-5 pts</b></p>	<p>Topic fits very well into social studies theme and developmental level of students. Topic supports grade level current Social Studies curriculum. Connected to national, state, and/or local curriculum standards. Inspiration 8 web included with many well-thought-out interconnected ideas. Met with CT to discuss lesson.</p> <p><b>6 pts.</b></p>	<p><b>Standards:</b>  <b>2.1, 2.4, 3.1, 5.1, 5.2</b></p>
<p><b>B. Research on topic</b>  <b>(1-6 pts.)</b></p>	<p>Few resources explored. Description does not reflect appropriate depth of knowledge needed to effectively teach lesson. Weak content background of topic. Research covers few perspectives. Does not meet minimal requirements for curriculum resources. Annotated bibliography does not meet requirements. Not completed in correct APA style.</p> <p><b>1-3 points</b></p>	<p>Used a variety of resources including: Five children's books, two professional resources (not from the Internet), two web sites or software programs. Research of content background covers lesson's topic at a basic level. Covers differing perspectives in an adequate manner. Annotated bibliography meets basic requirements. Uses APA format for in-text citations and for bibliography with few errors.</p> <p><b>4-5 pts.</b></p>	<p>Used a wide variety of resources including at least 5 children's books, two professional resources (not from the Internet), two web sites or software programs. Rich, detailed research of content background reflects depth of knowledge on lesson's topic. Covers multiple perspectives. Annotated bibliography reflects in-depth knowledge and evaluation of books. No errors in APA style in text citations and bibliography.</p> <p><b>6 pts</b></p>	<p><b>Standards:</b>  <b>2.1, 2.4</b></p>
<p><b>C. Goals, curriculum standards, objectives and assessments.</b>  <b>(1-6 pts.)</b></p>	<p>Goals, curriculum standards, objectives not articulated to the extent needed. Assessments are minimal, mostly skills-focused, with little attention to student development of critical thinking, problem solving and/or not appropriately aligned with lesson objectives. No comments or minimal reflection on students' work. Comments do not address students' meeting (or not) lesson objectives.</p> <p><b>1-3 pts.</b></p>	<p>Goals, curriculum standards, objectives clearly articulated. Assessments address concepts as well as skills related to development of student critical thinking and/or problem solving. Formative and summative assessments align with intended lesson objectives. Comments on students' work reflect some thoughtful assessment of students' meeting (or not) lesson objectives.</p> <p><b>4-5 pts.</b></p>	<p>Goals, curriculum standards, objectives clearly and thoroughly articulated. Assessments address concepts, skills and process competencies necessary for development of student critical thinking and/or problem solving. Formative and summative assessments align with intended lesson objectives. Comments on students' work clearly reflect thoughtful assessment of students' meeting (or not) lesson objectives.</p> <p><b>6 pts.</b></p>	<p><b>Standards:</b>  <b>1, 2.1, 2.4, 3.1, 3.2, 3.3, 3.4, 4</b></p>

<p><b>STEP II.</b> <b>INSTRUCTION</b> <b>A. Micro-teaching</b> <b>(3-6 pts.)</b></p>	<p>Minimal description of topic given. Several elements of lesson were incomplete and/or underdeveloped. Micro-teaching showed basic effort in preparation and minimal planning. Delivery was weak, lacking in enthusiasm or engagement.</p> <p><b>1-3 pts.</b></p>	<p>Description of topic given. Micro-taught lesson to peers. Evidence of thoughtful planning and preparation for micro-teaching. Delivery was energetic and engaging. Review of micro-teaching included in final reflection indicating lesson modifications made based on peers' feedback.</p> <p><b>4-5 pts.</b></p>	<p>Thorough description of topic given. Micro-taught a carefully-prepared, age-appropriate and engaging lesson to peers. Delivery was energetic, enthusiastic and engaging. Review of micro-teaching included in final reflection thoughtfully indicating lesson modifications made based on peers' feedback.</p> <p><b>6 pts.</b></p>	<p><b>Standards:</b> <b>1, 2.1, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 5.1, 5.2</b></p>
<p><b>B. Develop and teach Lesson.</b> <b>(1-6 pts.)</b></p>	<p>Some components of the Methods Lesson Plan format missing and little detail included. Art(s) extension activity is missing or weakly developed.</p> <p><b>1-3 pts.</b></p>	<p>All components of the Methods Lesson Plan format addressed in a basic manner. Some components addressed at a deeper level. Art(s) extension activity is relevant to topic and demonstrates thoughtful planning.</p> <p><b>4-5 pts.</b></p>	<p>All components of the Methods Lesson Plan format addressed in a detailed/thoughtful manner. Art(s) extension activity is relevant to topic and demonstrates creativity and thoughtful planning.</p> <p><b>6 pts.</b></p>	<p><b>Standards:</b> <b>1, 2.1, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4, 5.1, 5.2,</b></p>
<p><b>STEP III</b> <b>PROFESSIONAL PRESENTATION</b> <b>A. Ensure quality of final product.</b> <b>(1-3 pts.)</b></p>	<p>Did not meet all project expectations and requirements. Editing needed. Included little analysis of teaching effectiveness and/or growth as a social studies educator. Project did not reflect adequate understanding of the teaching of social studies and use of children's literature to enhance student learning.</p> <p><b>1 pt.</b></p>	<p>Met project expectations and requirements. Basic analysis of candidate's growth as a social studies educator. Presented project neatly - few editorial issues. Pseudonyms &amp; professional terminology used. Demonstrated basic understanding of the teaching of social studies and use of children's literature to enhance student learning.</p> <p><b>2 pts.</b></p>	<p>Met and/or exceeded all project expectations and requirements. Used pseudonyms and professional terminology throughout. Presented project neatly with no editorial issues. Demonstrated in-depth understanding of the teaching of social studies and use of children's literature to enhance student learning.</p> <p><b>3 pts.</b></p>	<p><b>Standards:</b> <b>2.1, 5.1</b></p>
<p><b>B. Final reflection on project and teaching experience.</b> (1-3 pts.)</p>	<p>Final reflection shows little analysis. Discussion of the value of the social studies project experience is minimal. Does not include comments on the effect of the lessons on candidate growth.</p> <p><b>1 pt.</b></p>	<p>Final reflection demonstrates some analysis of the effectiveness of the lesson and teaching experience. Analysis of candidate's own growth as a social studies educator demonstrates the value of the social studies project experience.</p> <p><b>2 pts.</b></p>	<p>Final reflection demonstrates careful and in-depth analysis of the effectiveness of the lesson and teaching experience. Reflection of candidate's own growth as a social studies educator fully explores the value of the social studies project experience.</p> <p><b>3 pts.</b></p>	<p><b>Standards:</b> <b>1, 2.1, 2.4, 3.4, 4, 5.1, 5.2</b></p>

Grading: A=(35-36); AB=(31-34); B=(25-30); BC=(21-24); C=(16-20); CD=(13-15); D=(12)      Total Score: \_\_\_\_\_

