

# LESSON DESIGN - STEM

Science, Technology, Engineering, and Mathematics



## Judge's Scoresheet

**CONTESTANT'S NAME:** \_\_\_\_\_

**CONTESTANT'S SCHOOL, CITY, STATE:** \_\_\_\_\_

**SUBJECT & GRADE LEVEL OF LESSON:** \_\_\_\_\_

Points Available	5 Accomplished	4 Strong	3 Commendable	2 Developing	1 Needs Improvement	Score
<b>Clear &amp; High Expectations</b>	<p>Clear and high expectations are evident throughout every aspect of the plan. This means:</p> <p>Lesson title, goal, and objective are clearly and prominently stated.</p> <p>Goal and objective reflect expert-level choices; they are relevant and rigorous given the instructional context.</p> <p>The lesson is conceived to realistically achieve upper level thinking on Bloom's taxonomy, and the plan clearly spells that out.</p> <p>The plan includes clear alignment to relevant learning standards.</p>	<p>Clear and high expectations are evident throughout most aspects of the plan. This means:</p> <p>The lesson title, goal, and objective are clearly stated, and are logical given the instructional context.</p> <p>The expectations articulated in the goal and objective are clearly built into most aspects of the lesson design.</p> <p>The plan suggests alignment to relevant learning standards.</p>	<p>Clear and high expectations are evident throughout some aspects of the plan. This means:</p> <p>The lesson title, goal, and objective are stated and reflect basic levels of rigor and relevance given the instructional context.</p> <p>The plan could benefit from asking more from students, or from a more strategically designed progression of activities that would be better suited to actually meet high expectations.</p> <p>The plan may offer only superficial information related to learning standards alignment.</p>	<p>Clear and high expectations are evident throughout few aspects of the plan. This means:</p> <p>The lesson title, goal, and objective may be unclear or reflect levels of rigor and relevance that may be too low given the instructional context.</p> <p>The plan could benefit from asking much more from students, or from a revision for clarity.</p> <p>The plan makes no mention of alignment to learning standards.</p>	<p>Clear and high expectations are not evident in the plan. This means:</p> <p>The lesson, title, goal, and objective may be missing, incomplete, or thoroughly unclear.</p> <p>A logical explanation of what students are being asked to learn and do — and why — is not adequately part of the plan.</p>	

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<b>Organizing and Sequencing Content for Student Learning</b>	The progression of the lesson is clearly articulated and strategically designed to maximize student engagement and learning, and to meet the lesson goal and objective.	<p>The progression of the lesson is logically designed to meet the lesson goal and objective.</p> <p>It could benefit from some more explanation for how each facet of the students' experience in the lesson will support the achievement of the goal and objective.</p>	<p>The progression of the lesson aims to meet the goal and objective.</p> <p>It needs more detail or clearer strategy in order to reflect a comprehensive vision of how each facet of the students' experience in the lesson will support the achievement of the goal and objective.</p>	The progression of the lesson seems inconsistent, or unclear, or even at times illogical despite an attempt to achieve the lesson goal and objective.	The progression of the lesson is not articulated with clarity or does not move the student experience toward engagement and learning related to the lesson objective and goal.	
<b>Instructional Methods</b>	<p>The lesson plan strategically incorporates multiple methods of instruction (ex. teacher talk, student talk, teacher-student interactive talk, student creation of print or non-print text, gallery walk) to maximize student engagement and learning, and to meet the lesson goal and objective.</p> <p>The deployment of the instructional methods with the content and goal/objective is expert level in its conception.</p>	<p>The lesson plan incorporates multiple methods of instruction to attempt to maximize student engagement and learning, and to meet the lesson goal and objective.</p> <p>A more strategic deployment of the instructional methods with the content and goal/objective would likely yield better student outcomes.</p>	The lesson plan attempts to incorporate multiple methods of instruction but the rationale and strategy may lack appropriate levels of clarity, feasibility, or applicability.	The lesson plan reflects limited understanding of the deployment of instructional methods to support student learning, student engagement, and meeting the goal and objective.	The lesson plan reflects a need for guided study on instructional methods in order to clarify its uses.	

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<b>Materials</b>	The lesson plan is clear about what materials will be required. Those materials are expertly chosen to maximize student engagement and learning, and to meet the lesson goal and objective.	The lesson plan is clear about what materials will be required. Those materials apply to the lesson but may not represent the most efficient selection to maximize student engagement and learning, given the lesson plan's goal and objective.	The lesson plan does include materials to be used but would benefit from greater specificity in their description or strategy in their selection.	The lesson plan includes a partial list of materials to be used.  The strategy is vague or incomplete for describing how to leverage use of these materials to support student engagement and learning to meet the lesson's objective and goal.	The lesson plan either does not include materials to be used, or it may include materials that are not actually used.  More guidance is recommended for understanding how to use materials in a lesson plan to support student engagement and learning to meet the lesson's objective and goal.	
<b>Assessment</b>	The plan includes a professional caliber selection of assessment method(s) and a thorough description and rationale as to how student learning relevant to the lesson will be assessed.	The plan includes a detailed description of how student learning relevant to the lesson will be assessed.  It could be strengthened with a clearer rationale or a more efficient selection of assessment method(s).	The plan includes a basic description for how student learning relevant to the lesson will be assessed.  Its selection of assessment method(s) and rationale as to why reflect commendable if basic understanding of uses of assessment.	The plan includes an attempt at a description of how student learning will be assessed, but the method(s) may not be entirely relevant, realistic, explained, or educationally useful.	The plan includes a minimal, flawed, or missing attempt at a description of how student learning will be assessed.	
<b>Content of Slide Deck</b>	The content of the slides reflects professional caliber thoughtfulness and thoroughness.  The contestants expertly leverage the visual medium to bring out key insights and recommendations with clarity.	The commendable, student-level quality of the content of the slides reflects a commitment to sharing key facts and details of the contestants' insight and recommendations.	The content of the slides reflects compliance but minimal insight. The images employed may be basic or not entirely effective at amplifying the contestants' messages.	The content of the slides reflects inconsistent focus and quality. The images or text may distract the audience from the contestants' intended messages, or that message may lack focus.	The content of the slides needs improvement. The images and text are not relevant to the focus and intended message of the lesson.	

LESSON DESIGN SCORE \_\_\_\_ / 30 POINTS