

## 5E Rubric-Goldston

**1. Concepts and/or skills selected for the lesson align with NGSS.**

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**2. The lesson includes students using one or more of the Eight Mathematical Practices. Check all that are present.**

*Check all that apply.*

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

**3. The lesson plan contains objectives that are clear, appropriate, measurable, and align with the assessment/evaluation.**

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**4. The engage elicits students' prior knowledge (based upon the objectives)**

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**5. The engage raises student interest/motivation to learn**

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**6. The engage provides opportunities for student discussion/questions (or invites student questions)**

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**7. The engage leads into the exploration**

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**8. During the explore phase, teachers present instructions**

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**9. Learning activities in the exploration phase involves hands-on/minds-on activities**

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**10. Learning activities in the exploration phase are student centered (When appropriate, teacher questions evoke the learners' ideas and/or generate new questions from students student inquiry may involve student questioning, manipulating objects, developing inquiry skills (as appropriate) and developing abstract ideas).\***

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**11. The inquiry activities of the explore show evidence of student learning (formative/authentic assessment). \***

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**12. There is a logical transition from the explore phase to the explain phase**

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**13. The explain includes teacher questions that lead to the development of concepts and skills (Draw upon the explore activities/data collected during the explore activities)**

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**14. The explain includes mixed divergent and convergent questions for interactive discussion facilitated by teacher and/or students to develop concepts or skills**

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**15. The explain includes a complete explanation of the concept(s) and/or skill(s) taught**

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**16. The explain phase provides a variety of approaches to explain and illustrate the concept or skill. (For example, approaches might include but are not limited to the use of technology, virtual field trips, demonstrations, cooperative group discussions, panel discussions, interview of guys speaker, video/print/audio/computer program materials, or teacher explanations)**

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**17. The discussion or activity during the explain phase allows the teacher to assess students' present understanding of concept(s) or skill(s)**

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**18. There is a logical transition from the explain phase to the elaborate phase**

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**19. The elaborate activities provide students with the opportunity to apply the newly acquired concepts and skills into new areas**

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**20. The elaborate activities encourage students to find real-life (every day) connections with the newly acquired concepts or skills**

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**21. The lesson includes summative evaluation, which can include a variety of forms/approaches.\***

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**22. The evaluation matches the objectives**

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**23. The evaluation criteria are clear and appropriate**

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**24. The evaluation criteria are measurable (i.e., rubrics)**

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25. **Relevant safety issues are addressed. Appropriate safety equipment is delineated. Selection of materials is age appropriate**

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26. **The time specified in each of the lesson plan phases (exploration, intention, expansion) is appropriate**

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27. **Accommodations for students with special needs are addressed. Variety of cognitive levels is addressed throughout the lesson. The lesson is appropriate for all students**

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28. **The lesson plan includes a bibliography. Cited works include web sites, textbooks, children's literature, and relevant articles. Using only children's literature is not acceptable. Multiple sources must be used for content verification**

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