Activities Rubric



Levels/Criteria	Need Improvement	Satisfactory	Excellent	Score/Level	
-	•	Satisfactory		Score/ Level	
Materials	Materials and resources are not listed, or only a partial list is provided.	A complete list of materials and resources are provided.	A complete list of materials, resources, and detailed descriptions of any special considerations and/or advanced preparations are provided.		
Objectives		Provides a list of objectives, but some are unclear or not realistic given the content. Objectives do not sufficiently address the given benchmarks. Objectives focus on student learning and skills.	Provides a clear and realistic list of what students will be able to do at the end of the activity. Objectives align with standards, may further elaborate them in terms of expected student behavior. Objectives are aligned to standards and on incorporating concepts, principles, and cognitive skills within the field of study.		
Learning Styles	Not identified or not correctly identified.	Each style correctly identified at least once.	Each style included and all styles identified correctly.		
	Standards USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992) Principle: 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.				
Intelligences	Not identified or not correctly identified.	Each intelligence correctly identified at least once.	Each intelligence included and all intelligences identified correctly.		
	Standards USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992) Principle: 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.				
Learning Theories	Not identified or not correctly identified.	Each theory correctly identified at least once.	Each theory included and all theories identified correctly.		
	Standards USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992) Principle: 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.				
Types of activities	Does not include a variety of types of activities to address different learner types.		Includes at least one writing and one reading activity. All different learner types are well addressed.		
	Standards USA- INTASC: Principles fron	n the Model Standards for Beginning T	Teacher Licensing and Development		

Levels/Criteria	Need Improvement	Satisfactory	Excellent	Score/Level	
	(1992) Principle: 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.				
Appropriate Activities	Not age or content appropriate as written.	Either age or content appropriate as written.	Both age or content appropriate as written.		
	Standards USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992) Principle: 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.				
Activity Procedures	Individual steps are not described.	Instructions contain the steps necessary to complete the activities, but more details would be helpful.	Procedures are clear and detailed for each time segment, including the amount of time.		
	Standards USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992) Principle: 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.				