Term Name	202108
Course Code	EDUC 293
Section Code	01
Assignment Name	Implemented Lesson Plan
Created By	Administrator , West Liberty Edu (WLeduadmin)
Assessment Document Title	Implemented Lesson Plan Portfolio
Showing Deleted Students	No

Rubric View: Rubric

	Target (3 pts)	Emerging (2 pts)	Unacceptable (1 pts)	Mean	Mode	Stdev
Community Context	7	5	0	2.583	3.000	0.493
School Context	8	4	0	2.667	3.000	0.471
Classroom Environment	9	3	0	2.750	3.000	0.433
Student Context	6	6	0	2.500	2.000	0.500
National/State Content Standards	8	4	0	2.667	3.000	0.471
21st Century and Technology Standards	7	5	0	2.583	3.000	0.493
Learning Objectives	8	4	0	2.667	3.000	0.471
Materials/Resources for Student Learning	7	5	0	2.583	3.000	0.493
Class organization	8	4	0	2.667	3.000	0.471
Assessment(s)	7	5	0	2.583	3.000	0.493
Review of Previous Content/ Activating Prior Knowledge	8	4	0	2.667	3.000	0.471
Introduction/Hook	7	5	0	2.583	3.000	0.493
Teaching Procedures (Presentation/Modeling)	7	5	0	2.583	3.000	0.493
Student Engagement	7	5	0	2.583	3.000	0.493
Closure/Review	7	5	0	2.583	3.000	0.493
Content Knowledge	8	4	0	2.667	3.000	0.471
Higher Order Thinking Skills	7	5	0	2.583	3.000	0.493
Grouping	5	7	0	2.417	2.000	0.493
Technology	6	6	0	2.500	2.000	0.500
Questioning	6	6	0	2.500	2.000	0.500
Differentiation	7	5	0	2.583	3.000	0.493
Formatting	9	3	0	2.750	3.000	0.433
Mechanics	8	4	0	2.667	3.000	0.471
Material Preparation	9	3	0	2.750	3.000	0.433
Classroom Set-up	8	4	0	2.667	3.000	0.471
Teaching Procedures (Presentation/Modeling)	5	7	0	2.417	2.000	0.493
Guided, Collaborative, and Independent practice	6	6	0	2.500	2.000	0.500
Student Engagement	8	4	0	2.667	3.000	0.471
Questioning	8	4	0	2.667	3.000	0.471
Higher Order Thinking Skills	8	4	0	2.667	3.000	0.471
Content Knowledge	7	5	0	2.583	3.000	0.493
Classroom Management	8	4	0	2.667	3.000	0.471
Behavior Management	8	4	0	2.667	3.000	0.471
Flexibility	8	4	0	2.667	3.000	0.471
Voice (Verbal)	7	5	0	2.583	3.000	0.493
Communication (Verbal)	8	4	0	2.667	3.000	0.471
Pace (Verbal)	6	6	0	2.500	2.000	0.500
Body Language (Non-Verbal)	8	4	0	2.667	3.000	0.471
Evidence of Student Learning	5	7	0	2.417	2.000	0.493
Reflection	5	7	0	2.417	2.000	0.493
Formatting	8	4	0	2.667	3.000	0.471
Mechanics	9	3	0	2.750	3.000	0.433
Evidence of Student Learning	7	5	0	2.583	3.000	0.493
Aggregated and Disaggregated Data for Whole Class, Identified Contextual Group, and Focus Student	6	6	0	2.500	2.000	0.500
Analysis of Data for Whole Class	2	10	0	2.167	2.000	0.373
Analysis of Data for Focus Students	2	10	0	2.167	2.000	0.373
Reflection	4	8	0	2.333	2.000	0.471
Next Steps	4	8	0	2.333	2.000	0.471
Formatting	8	4	0	2.667	3.000	0.471
Mechanics	9	3	0	2.750	3.000	0.433

Community Context *std_text*	7 (58.33%)	5 (41.67%)
School Context *std_text*	8 (66.67%)	4 (33.33%)
Classroom Environment *std_text*	9 (75.00%)	3 (25.00%)
Student Context *std_text*	6 (50.00%)	6 (50.00%)
National/State Content Standards *std_text*	8 (66.67%)	4 (33.33%)
21st Century and Technology Standards *std_text*	7 (58.33%)	5 (41.67%)
Learning Objectives *std_text*	8 (66.67%)	4 (33.33%)
Materials/Resources for Student Learning *std_text*	7 (58.33%)	5 (41.67%)
Class organization *std_text*	8 (66.67%)	4 (33.33%)
Assessment(s) *std_text*	7 (58.33%)	5 (41.67%)
Review of Previous Content/ Activating Prior Knowledge *std_text*	8 (66.67%)	4 (33.33%)
Introduction/Hook *std_text*	7 (58.33%)	5 (41.67%)
Teaching Procedures (Presentation/Modeling)	7 (58.33%)	5 (41.67%)
Student Engagement	7 (58.33%)	5 (41.67%)
Closure/Review	7 (58.33%)	5 (41.67%)
Content Knowledge *std_text*	8 (66.67%)	4 (33.33%)
Higher Order Thinking Skills	7 (58.33%)	5 (41.67%)
Grouping *std_text*	5 (41.67%)	7 (58.33%)
Technology *std_text*	6 (50.00%)	6 (50.00%)
Questioning *std_text*	6 (50.00%)	6 (50.00%)
Differentiation *std_text*	7 (58.33%)	5 (41.67%)
Formatting	9 (75.00%)	3 (25.00%)
Mechanics	8 (66.67%)	4 (33.33%)
Material Preparation *std_text*	9 (75.00%)	3 (25.00%)
Classroom Set-up *std_text*	8 (66.67%)	4 (33.33%)
Teaching Procedures (Presentation/Modeling) *std_text*	5 (41.67%)	7 (58.33%)
Guided, Collaborative, and Independent practice *std_text*	6 (50.00%)	6 (50.00%)
Student Engagement *std_text*	8 (66.67%)	4 (33.33%)
Questioning *std_text*	8 (66.67%)	4 (33.33%)
Higher Order Thinking Skills *std_text*	8 (66.67%)	4 (33.33%)
Content Knowledge *std_text*	7 (58.33%)	5 (41.67%)
Classroom Management	8 (66.67%)	4 (33.33%)

Category	Target	Emerging
std_text		
Behavior Management	8 (66.67%)	4 (33.33%)
Flexibility	8 (66.67%)	4 (33.33%)
Voice (Verbal)	7 (58.33%)	5 (41.67%)
Communication (Verbal)	8 (66.67%)	4 (33.33%)
Pace (Verbal)	6 (50.00%)	6 (50.00%)
Body Language (Non-Verbal)	8 (66.67%)	4 (33.33%)
Evidence of Student Learning	5 (41.67%)	7 (58.33%)
Reflection	5 (41.67%)	7 (58.33%)
Formatting	8 (66.67%)	4 (33.33%)
Mechanics	9 (75.00%)	3 (25.00%)
Evidence of Student Learning	7 (58.33%)	5 (41.67%)
Aggregated and Disaggregated Data for Whole Class, Identified Contextual Group, and Focus Student	6 (50.00%)	6 (50.00%)
Analysis of Data for Whole Class	2 (16.67%)	10 (83.33%)
Analysis of Data for Focus Students	2 (16.67%)	10 (83.33%)
Reflection	4 (33.33%)	8 (66.67%)
Next Steps	4 (33.33%)	8 (66.67%)
Formatting	8 (66.67%)	4 (33.33%)
Mechanics	9 (75.00%)	3 (25.00%)

| Target | Emerging | Unacceptable |

Roster View: Rubric

Student	Assessor	Community Context	School Context	Classroom Environment	Student Context	National/State Content Standards	21st Century and Technology Standards	Learning Objectives	Materials/Resources for Student Learning	Class organization	Assessment(s)	Review of Previous Content/ Activating Prior Knowledge	Introduction/Hook	Teaching Procedures (Presentation/Modeling)	Student Engagement	Closure/Review	Content Knowledge	Higher Order Thinking Skills	Grouping	Technology	Questioning	Differentiation	Formatting	Mechanics	
		Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	
		Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	
		Target	Target	Target	Target	Target	Target	Emerging	Emerging	Target	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Target	Target	
		Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	
		Target	Target	Target	Target	Target	Target	Target	Emerging	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	
		Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	
		Target	Target	Target	Target	Target	Emerging	Target	Target	Emerging	Target	Target	Emerging	Emerging	Emerging	Target	Target	Target	Emerging	Emerging	Emerging	Target	Target	Emerging		
		Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging		
		Emerging	Emerging	Target	Emerging	Emerging	Emerging	Target	Target	Target	Target	Target	Target	Target	Target	Target	Emerging	Emerging	Emerging	Emerging	Emerging	Target	Target	Target		
		Target	Target	Target	Emerging	Target	Target	Target	Target	Target	Emerging	Target	Target	Target	Target	Emerging	Target	Target	Target	Target	Target	Target	Target	Target		
		Emerging	Target	Target	Emerging	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Emerging	Target	Target	Target	Target	Target		
		Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target		