

YTC Critical Thinking Rubric

ECD Lesson Plan

	Advanced -4	Competent -3	Developing -2	Elementary-1	Score ____
Identify	Content Area/Developmental Domain identified corresponds with the verb(s) in the objective	Content Area/Developmental Domain identified corresponds with only one verb but not both	Content Area/Developmental Domain does not correspond with the verb(s) in the objective	Content Area/Developmental Domain is not identified	
Gather	Gathers all pertinent information about the developmental needs of assigned age group through observation, interactions with children, and discussions/readings about specific age group to develop lesson plan Identifies at least four skills that children can develop through lesson plan	Gathers some pertinent information about the developmental needs of assigned age group Identifies at least three skills that children can develop through lesson plan	Gathers inadequate information about the developmental needs of assigned age group Identifies at least two skills that children can develop through lesson plan	Gathers no information about the developmental needs of assigned age group Identifies one or no skills that children can develop through lesson plan	
Examine	All materials for activity are listed with detail descriptions such as title of book, name/type of objects, etc.	All materials are listed for activity but are not detailed in description	Partial listing of materials are given	No materials are listed	

<p>Formulate</p>	<p>Objective is written in measureable terms</p> <p>“Open-ended” questions relate to the objective</p>	<p>Objective is partially written in measureable terms (one verb is measureable; the other is not)</p> <p>“Open-ended” questions partially relate to the objective</p>	<p>Objective is written in un-measureable terms</p> <p>Questions are not “open-ended” or do not relate to the objective</p>	<p>Objective is not formulated</p> <p>Questions are not formulated</p>	
<p>Apply</p>	<p>The components of the set include: 1) greeting the children/inviting them to the activity 2) tell the children what they are going to do and 3) why they are going to do it – reason for activity/meaningful connection.</p>	<p>The components of the set include: 1) greeting the children/inviting them to the activity 2) tell the children what they are going to do and 3) why they are going to do it – reason for activity/meaningful connection.</p> <p>Student included two out of the three components</p>	<p>The components of the set include: 1) greeting the children/inviting them to the activity 2) tell the children what they are going to do and 3) why they are going to do it – reason for activity/meaningful connection.</p> <p>Student included one out of the three components</p>	<p>The components of the set include: 1) greeting the children/inviting them to the activity 2) tell the children what they are going to do and 3) why they are going to do it – reason for activity/meaningful connection.</p> <p>Student included none of the three components</p>	

	<p>The engagement is very detailed including 10 or more statements that describe the activity from beginning to end, explaining how children are involved.</p> <p>The closure is very detailed and includes the following: 1) detailed summary of the activity, 2) description is provided on children’s participation in a discussion/ recounting events of activity, 3) a “thank you”, and a 4) transition that relates to the activity.</p>	<p>The engagement is detailed and including 8 – 9 sentences describing activity from beginning to end, explaining how children are involved</p> <p>The closure is detailed and includes the following: 1) detailed summary of the activity, 2) description is provided on children’s participation in a discussion/ recounting events of activity, 3) a “thank you”, and a 4) transition that relates to the activity.</p> <p>Student included three out of the four components</p>	<p>The engagement is somewhat detailed including 6 -7 sentences describing activity from beginning to end , explaining how children are involved</p> <p>The closure is somewhat detailed and includes the following: 1) detailed summary of the activity, 2) description is provided on children’s participation in a discussion/ recounting events of activity, 3) a “thank you”, and a 4) transition that relates to the activity.</p> <p>Student included two of the three components</p>	<p>The engagement includes fewer than 5 sentences detailing every phase of the activity from beginning to end, explaining how children are involved</p> <p>The closure is limited and includes the following: 1) detailed summary of the activity, 2) description is provided on children’s participation in a discussion/ recounting events of activity, 3) a “thank you”, and a 4) transition that relates to the activity.</p> <p>Student included none or one of the three components</p>	
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Evaluate	Appropriate assessment – questioning or observation – to ascertain attainment of objective is provided	Appropriate assessment – questioning or observation – to ascertain attainment of objective is partially provided	Inappropriate assessment or planned assessment does not assess attainment of objective	Assessment is omitted	