

## Individual Activity/Task Rubric

|   | Goal   | Emerging  | Not Yet  |
|---|--|---|--|
| <p><b>Activity/Task Evaluation Rubric</b></p> | <p>Activity or task includes all of the following:</p> <ul style="list-style-type: none"> <li>○ supports state standards/lesson objectives;</li> <li>○ is challenging;</li> <li>○ sustains students’ attention;</li> <li>○ elicits a variety of thinking;</li> <li>○ is relevant to students’ lives;</li> <li>○ provides opportunities for student-to-student interaction;</li> <li>○ induces student curiosity and suspense;</li> <li>○ provides students with choices;</li> <li>○ incorporates resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.), <b>yet these resources/sources are readily available to other teachers</b></li> </ul> <ul style="list-style-type: none"> <li>• In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.</li> <li>• demands complex thinking and analysis.</li> <li>• Texts and tasks are appropriately complex.</li> </ul> <p>Activity/Task requires students to:</p> <ul style="list-style-type: none"> <li>• organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it;</li> <li>• draw conclusions, make generalizations, and produce arguments; and</li> <li>• connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.</li> </ul> | <p>Activity or task includes most of the following:</p> <ul style="list-style-type: none"> <li>○ support state standards/lesson objectives;</li> <li>○ is challenging;</li> <li>○ sustains students’ attention;</li> <li>○ elicits a variety of thinking;</li> <li>○ is relevant to students’ lives;</li> <li>○ provides opportunities for student-to-student interaction;</li> <li>○ induces student curiosity and suspense;</li> <li>○ provides students with choices;</li> <li>○ incorporates resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.), <b>yet these resources/sources are readily available to other teachers</b></li> </ul> <ul style="list-style-type: none"> <li>• Texts and tasks are appropriately complex.</li> </ul> <p>Activity/Task requires students to:</p> <ul style="list-style-type: none"> <li>• interpret information rather than reproduce it;</li> <li>• draw conclusions and support them; and</li> <li>• connect what they are learning to prior learning and some life experiences.</li> </ul> | <p>Activity or task includes few of the following:</p> <ul style="list-style-type: none"> <li>○ supports state standards/lesson objectives;</li> <li>○ is challenging;</li> <li>○ sustains students’ attention;</li> <li>○ elicits a variety of thinking;</li> <li>○ is relevant to students’ lives;</li> <li>○ provides opportunities for student to student interaction;</li> <li>○ induces student curiosity and suspense;</li> <li>○ provides students with choices;</li> <li>○ incorporates resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc.), <b>yet these resources/sources are readily available to other teachers</b></li> </ul> <p>Activity/Task requires students to:</p> <ul style="list-style-type: none"> <li>• mostly reproduce information;</li> <li>• rarely draw conclusions and support them; and</li> <li>• rarely connect what they are learning to prior learning or life experiences.</li> </ul> |

This rubric was adapted from the “Activities and Materials” Indicator and the “Student Work” Indicator of the TEAM General Educator Rubric