Group-Led Lesson Scoring Guide

*The Things They Carried*

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|  | Excellent | Good | Needs Improvement |
| Content(what actually is communicated during the lesson) | The group clearly presents all of the required elements (objectives, opening, lesson activities, closing).  The presentation demonstrates substantial in-depth thinking about the text and a firm grasp of the content of the chapter and how it fits into the scope of the story.  The lesson leaves students with a deeper understanding of the text.  | The group presents all of the required elements.  The presentation demonstrates some in-depth thinking about the text and shows some understanding of the content of the chapter(s), but could move deeper in making meaning of the text.  The lesson leaves most students with a fair understanding of the text.   | The group does not present all of the required elements.The presentation includes noticeable gaps or errors that demonstrate a lack of understanding of the text.The lesson needs to go further in helping students to understand the text. |
| Presentation style & group dynamic | The group members share presentation duties with each other and demonstrate enthusiasm and confidence in their knowledge of the text.  The group is able to respond flexibly, knowledgably and articulately to the class throughout the presentation.The group uses their time during the presentation wisely.The group has clear and fluid transitions between activities.  | The group members mostly share presentation duties but there may be a slight imbalance.  The group is able to respond fairly flexibly, knowledgably and articulately to the class at most times, but may not always seem fully enthusiastic or confident in their knowledge.  The group uses their time during the presentation fairly well but may need to better balance their time for some of the activities.The group attempts to include transitions between activities but they may be choppy at times. | The group members do not share presentation duties; a few group members do most of the talking/leading.The group responds inflexibly and unclearly to the class at times. The group seems lacks enthusiasm and/or confidence in their knowledge.The group needs to balance their time during the lesson.The group does not include transitions between activities; shifts between activities are abrupt. |
| Creativity | The group has an engaging lesson that demonstrates originality and imagination. | The group has a fairly engaging lesson but could include more creativity or originality. | The group has a lesson that does not show significantly original thought. |
| Written materials | The lesson plan has all of the required elements (objectives, opening, activities, closing).  The lesson plan is clear and demonstrates careful planning. If the group has decided to use any handouts, they are useful and advance the objectives of the lesson.   | The lesson plan has all of the required elements (objectives, opening, activities, closing). The lesson plan is fairly clear but could use more detail at times. The handouts (if any) enhance the lesson for the most part but may need more information or include superfluous information. | The lesson plan is missing one of the required elements (objectives, opening, activities, closing).  The lesson plan is unclear.The handouts are not turned in or do not align with the lesson. |
| Engagement in the text/understandingdeeper meaning | The executed lesson and plan reflected strong engagement in the text.  Both teachers and students are thoroughly engaged in the text throughout the lesson.  The lesson reflects excellent understanding of the relevant aspects of deeper meaning. | The executed lesson and plan reflected decent engagement in the text.  Teachers and students are somewhat engaged in the text throughout the lesson.The lesson reflects some understanding of the relevant aspects of deeper meaning. | The executed lesson and plan does not reflect adequate engagement in the text.The lesson does not reflect enough understanding of the relevant aspects of deeper meaning.  |