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| --- | --- | --- | --- | --- |
| ***CourseSource* Lesson Rubric** | **Acceptable** | **Minor Modifications** | **Major Modifications** | **Comments** |
| **Scientific TEAching Context** | | | | | |
| The learning goals are clearly stated, relevant to the Lesson, and, *if applicable*, authors have listed professional society generated goals that align with their Lesson. |  |  |  |  |
| The learning objectives define what students should be able to do upon completion of the Lesson (*i.e.,* measurable behaviors). |  |  |  |  |
| **Introduction** | | | | | |
| Sufficient background information is provided to allow the reader to evaluate the usefulness of the Lesson without referring to extensive outside sources. |  |  |  |  |
| The introduction includes background scientific information along with references to similar lessons or approaches, if they exist (*i.e.,* documentation of the author's analysis/synthesis of related published articles). These resources may also contain links to other *CourseSource* lessons. |  |  |  |  |
| The intended student population for the Lesson is described, including level and major. The Lesson is appropriate for the intended audience. |  |  |  |  |
| Prerequisite student knowledge and skills required (or assumed) for the students to successfully complete the Lesson are clearly stated. |  |  |  |  |
| The Lesson includes references to resources that provide the instructor with additional background knowledge/reading. |  |  |  |  |
| **Scientific Teaching Themes** | | | | | |
| The Active Learning section describes suitable active learning techniques for the Lesson. Appropriate literature is referenced. |  |  |  |  |
| The Assessment section briefly explains how teachers and students will assess learning. Appropriate literature is referenced. |  |  |  |  |
| The Inclusive Teaching section describes how the Lesson is inclusive and leverages diversity. Appropriate literature is referenced. |  |  |  |  |
| **Lesson Plan** | | | | | |
| A table recommending the timeline for the Lesson is included and the total time suggested is reasonable. |  |  |  |  |
| The description of the Lesson is sufficient to enable the reader to replicate the activity in their class in the same way as the authors taught it. This description will typically require instructions and a "script" of what the teacher says and does. The description may include what discussion prompts are used, how students typically respond to questions, and information on instructional transitions. |  | . |  |  |
| Logistical information for teaching the Lesson is included. This information may include details such as where materials are purchased, how materials are distributed, methods for selecting student groups etc. |  |  |  |  |
| Supporting Materials are referenced throughout the Lesson Plan and/or are referenced in the Teaching Timeline Table. |  |  |  |  |
| **Teaching Discussion** | | | | |
| The effectiveness of the Lesson is discussed. This discussion could include observations, reflections, student performance outcomes etc. |  |  |  |  |
| Possible modifications and extensions that broaden the appeal or usefulness of the Lesson are provided. |  |  |  |  |
| **Supporting Materials** | | | | |
| Adequate and well-written supporting materials (references, presentations, answer keys, student handouts, etc.) are provided to enable the reader to reproduce the lesson in their own class. |  |  |  |  |
| The supporting materials contain original work from the author, or if it is from another source proper permissions and attribution are noted. |  |  |  |  |
| **General** | | | | |
| All sections of the Lesson (*e.g.,* introduction, lesson plan, supporting materials) include relevant and accurate scientific content. |  |  |  |  |
| The title and abstract clearly and succinctly express the content of the Lesson. |  |  |  |  |
| The grammar and writing style are of high quality with no significant distractions, such as spelling or grammatical errors. |  |  |  |  |

**OTHER COMMENTS:**