### 19 Apr 2023

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

### 19 Apr 2023

2025							
Rubric View: Rubric							
		Target	Emerging	Unacceptable	Mean	Mode	Stdev
Community Context		(3 pts) 7	(2 pts) 5	(1 pts) 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 National/State Content Standards		6	6	0	2.500	2.000	0.500
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
Liass organization Assessment(s)		7	5	0	2.583	3.000	0.471
Review of Previous Content/ Activating Prior Knowledge		8	4	0	2.667	3.000	0.471
ntroduction/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 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 Technology		5	7	0	2.417	2.000	0.493
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
Feaching 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 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 Flexibility		8	4	0	2.667	3.000	0.471
Rexibility Voice (Verbal)		8	5	0	2.667	3.000	0.471
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) Evidence of Student Learning		8	4	0	2.667	3.000	0.471
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 6	5	0	2.583	3.000	0.493
Aggregated and Disaggregated Data for Whole Class, Identified Contextual Group, and Focus Student Analysis of Data for Whole Class		2	10	0	2.500	2.000	0.500
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
Mechanics		9	3	0	2.750	3.000	0.433
Community Context							
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School Context			5 (41.67%)	4/33 33%)			
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بتاریخا	8 (66.7%)           9 (75.00%)           6 (60.00%)           8 (66.67%)           7 (68.39%)           8 (66.7%)           7 (56.33%)           8 (66.67%)           7 (58.39%)           8 (66.67%)           7 (58.39%)           8 (66.07%)           8 (66.07%)           8 (66.07%)           9 (75.00%)           8 (66.67%)           9 (75.00%)           8 (66.67%)           8 (66.67%)           8 (66.67%)           9 (7	7(58.33%)	a) 5 (41.57%) 5 (41.57%) 5 (41.57%) 5 (41.57%) 5 (41.57%) 5 (41.57%) 5 (41.57%) 5 (41.57%) 5 (41.57%) 5 (41.57%)	4 (23.33%) 4 (23.33%) 4 (23.33%) 4 (23.33%) 4 (23.33%) 4 (23.33%)	3(25.00%)		
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Addamini and a set of a set	8 (66.7%)           9 (75.00%)           6 (56.00%)           8 (66.67%)           7 (58.39%)           8 (66.7%)           7 (58.39%)           8 (66.7%)           7 (58.39%)           8 (66.7%)           7 (58.39%)           7 (58.39%)           7 (58.39%)           7 (58.39%)           7 (58.39%)           7 (56.39%)           7 (56.39%)           7 (56.39%)           8 (66.7%)           7 (56.39%)           8 (66.7%)           9 (75.00%)           8 (66.7%)           9 (75.00%)           8 (66.7%)           9 (75.00%)           8 (66.7%)           9 (75.00%)           8 (66.7%)           9 (75.00%)           8 (66.7%)           9 (75.00%)           8 (66.7%)           9 (75.00%)           8 (66.7%)           9 (75.00%)           8 (66.7%)           9 (75.00%)           8 (66.67%)           9 (75.00%)           8 (66.67%)           9 (75.00%)           8 (66.67%)           9 (75.00%)	7(58.33%)	ا         ا           ا         ا           ا         ا           ا         ا           ا         ا           ا         ا           ا         ا           ا         ا           ا         ا           ا         (1.57%)           ا         (1.57%)           ا         (1.57%)           ا         (1.57%)           ا         (1.57%)           (1.57%)         (1.57%)           (1.57%)         (1.57%)           (1.57%)         (1.57%)           (1.57%)         (1.57%)           (1.57%)         (1.57%)           (1.57%)         (1.57%)           (1.57%)         (1.57%)           (1.57%)         (1.57%)           (1.57%)         (1.57%)           (1.57%)         (1.57%)           (1.57%)         (1.57%)           (1.57%)         (1.57%)           (1.57%)         (1.57%)           (1.57%)         (1.57%)           (1.57%)         (1.57%)           (1.57%)         (1.57%)           (1.57%)         (1.57%)           (1.57%)	4 (33.33%) 4 (33.33%) 4 (33.33%) 4 (33.33%) 4 (33.33%) 4 (33.33%) 4 (33.33%) 4 (33.33%)	3(25.00%)		
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ساریتان از	8 (66.7%)           9 (75.00%)           6 (56.00%)           8 (66.67%)           7 (58.39%)           8 (66.7%)           7 (58.39%)           8 (66.7%)           7 (58.39%)           8 (66.7%)           7 (58.39%)           7 (58.39%)           7 (58.39%)           7 (58.39%)           7 (58.39%)           7 (56.39%)           7 (56.39%)           7 (56.39%)           8 (66.7%)           7 (56.39%)           8 (66.7%)           9 (75.00%)           8 (66.7%)           9 (75.00%)           8 (66.7%)           9 (75.00%)           8 (66.7%)           9 (75.00%)           8 (66.7%)           9 (75.00%)           8 (66.7%)           9 (75.00%)           8 (66.7%)           9 (75.00%)           8 (66.7%)           9 (75.00%)           8 (66.7%)           9 (75.00%)           8 (66.67%)           9 (75.00%)           8 (66.67%)           9 (75.00%)           8 (66.67%)           9 (75.00%)	7(58.33%)	ا         ا           ا         ا           ا         ا           ا         ا           ا         ا           ا         ا           ا         ا           ا         ا           ا         ا           ا         (1.57%)           ا         (1.57%)           ا         (1.57%)           ا         (1.57%)           ا         (1.57%)           (1.57%)         (1.57%)           (1.57%)         (1.57%)           (1.57%)         (1.57%)           (1.57%)         (1.57%)           (1.57%)         (1.57%)           (1.57%)         (1.57%)           (1.57%)         (1.57%)           (1.57%)         (1.57%)           (1.57%)         (1.57%)           (1.57%)         (1.57%)           (1.57%)         (1.57%)           (1.57%)         (1.57%)           (1.57%)         (1.57%)           (1.57%)         (1.57%)           (1.57%)         (1.57%)           (1.57%)         (1.57%)           (1.57%)         (1.57%)           (1.57%)	4 (33.33%) 4 (33.33%) 4 (33.33%) 4 (33.33%) 4 (33.33%) 4 (33.33%) 4 (33.33%) 4 (33.33%) 4 (33.33%)	3(25.00%)		

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210_1EM								
Behavior Management std_text	8 (66.67%)					4 (33.33%)		
Flexibility std_text	8 (66.67%)					4 (33.33%)		
Voice (Verbal) std_text	7 (58.33%)				5 (41.67%)			
Communication (Verbal) std_text	8 (66.67%)					4 (33.33%)		
Pace (Verbal) std_text	6 (50.00%)			6 (50.00%)				
Body Language (Non-Verbal) std_text	8 (66.67%)					4 (33.33%)		
Evidence of Student Learning std_text	5 (41.67%)		7 (58.33%)					
Reflection std_text	5 (41.67%)		7 (58.33%)					
Formatting	8 (66.67%)					4 (33.33%)		
Mechanics	9 (75.00%)						3 (25.00%)	
Mechanics Exidence of Student Learning adj.test	9 (75.00%) 7 (58.33%)				5 (41.67%)		3 (25.00%)	
Evidence of Student Learning				6 (50.00%)	5 (41.67%)		3 (25.00%)	
Evidence of Student Learning siz.txet Aggregated and Disaggregated Data for Whole Class, Identified Contextual Group, and Focus Student	7 (58.33%)	10 (83.33%)		6 (50.00%)	5 (41.67%)		3 (25.00%)	
Evidence of Student Learning ant, Iner Aggregated and Disaggregated Data for Whole Class, Identified Contextual Group, and Focus Student and Iner Analysis of Data for Whole Class	7 (58.33%) 6 (50.00%)	10(83.33%) 10(83.33%)		6 (50.00%)	5 (41.67%)		3 (25.00%)	
Sidence of Student Learning sit jear Aggregated and Disaggregated Data for Whole Class, Identified Contestual Group, and Focus Student sit jear Analysis of Data for Whole Class sit jear	7 (58.33%) 6 (50.00%) 2 (16.67%)		8 (66.67%)	6 (S0.00%)	5(41.67%)		3 (25.00%)	
Childence of Student Learning and, see Control Student Learning and, see Control Student Learning and, see Control Student Learning Control Student Lease Control Student Control Con	7 (58.33%) 6 (50.00%) 2 (16.67%) 2 (16.67%)		8 (66.57%) 8 (66.57%)	6 (50.00%)	5 (41.67%)		3 (25.00%)	
Crédence of Student Learning ard, texe Aggregated and Disaggregated Data for Whole Class, Identified Contextual Group, and Focus Student ard, texe Analysis of Data for Whole Class ard, texe Analysis of Data for Vincus Students ard, texe Reflection ard, texe Kers Steps	7 (58.33%) 6 (50.00%) 2 (16.67%) 2 (16.67%) 2 (16.43.33%)			6(50.00%)	5(41.67%)	4(33.33%)	3 (25.00%)	
	7 (56.33%) 6 (50.00%) 2 (16.67%) 2 (16.67%) 4 (33.33%)			6 (50.00%)	5 (41.67%)	4 (33.33%)	3 (25.00%)	

Target Emerging Unacceptable

#### Roster View: Rubric

Student As	ssessor	Community Context	School Context	Classroom Environment		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 F
		Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target T
		Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging E
		Target	Target	Target	Target	Target	Target	Emerging	Emerging	Target	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Target	Target T
		Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging E
		Target	Target	Target	Target	Target	Target	Target	Emerging	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target		Target T
		Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target		Target T
		Target	Target	Target	Target	Target	Emerging	Target	Target	Emerging	Target	Target	Emerging	Emerging	Emerging	Target	Target	Target	Emerging	Emerging	Emerging	Target	Target	Emerging T
		Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging E
		Emerging	Emerging	Target	Emerging	Emerging	Emerging			Target	Target	Target	Target		Target	Target	Target	Emerging	Emerging	Emerging	Emerging	Emerging	Target	Target T
		Target	Target	Target	Emerging	Target	Target	Target	Target	Target	Emerging	Target	Target	Target	Target	Emerging	Target	Target	Target	Target	Target	Target		Target T
		Emerging	Target	Target	Emerging		Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Emerging	Target	Target	Target	Target	Target T
		Target	Target	Target	Target	Target	Target			Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target		Target T