

Lesson Plan:

In education, the planning tool is the lesson plan, which is a detailed description of an instructor's course of instruction for an individual lesson.

- A well-developed lesson plan reflects the interests and needs of students. It incorporates best practices in the educational field.
- The lesson plan correlates with the teacher's philosophy of education, that is, what the teacher feels is the purpose of educating the students.
- Lesson plan is intended to help learners achieve a particular learning objective.
- Lesson plans communicate to learners what they will learn and how they will be assessed, and they help instructors organize content, materials, time, instructional strategies, and assistance in the classroom.

Peer Learning / Group Learning:

Peer learning /group learning has many benefits that leading-edge educational organizations have recognized, such as increased retention of learning, deeper understanding of new concepts, increased informal learning, and improved powers of expression and communication skills.

- It is an approach which empowers young people to work with other young people, and which draws on the positive strength of the peer group.
- By means of appropriate training and support, the young people become active participants in the educational process rather than passive recipients of a set message.
- It has a strong emphasis on personal development and can be particularly effective in allowing low achieving pupils to fully participate and succeed in a wider range of educational activities.
- Peer / group learning strategies are widely recognised and can include positive changes in terms of knowledge, skills, attitudes and confidence.

Display Board:

(By the students and for the students)

A Board For All Reasons: Helping students to create display boards for the classroom is a fun way for teachers to add to the students' learning experience. A room with detailed and visually pleasing boards will create a more cheerful atmosphere.

- This also aids learning by helping the student feel more connected to the classroom.
- Display boards create visual learning opportunities and energy in a classroom. Students enjoy making and seeing ever changing boards that stimulate their curiosity
- Teacher's ability to carry these out effectively will depend to a large extent on the rapport they establish with their students, and on their own level of knowledge and skills.

A good teacher by definition is one who is fully aware of the group dynamics of a classroom.

Assessment:

This is a shift in the classic educational paradigm. In very simple terms, formative assessments, unlike summative assessments, allow the students and educators to form a more detailed understanding of the student's abilities, which can be used to inform remediation, re-teaching, and instructional strategy. We seek to use the data from formative assessments to help the student master the curriculum and help the student identify his / her strengths and weaknesses. Formative assessment allows students to concentrate their efforts on specific areas and hence improve overall performance. Some of the distinct benefits of formative assessment are as follows:

- Results enable teachers to adjust instruction quickly, while learning is in progress.
- Students who are assessed are the ones who benefit from the adjustments.
- Students can use the results to adjust and improve their own learning.

Check List for Lesson Plan

Area of the Plan to Check	Check:
General Information	Is it complete? (Standard, Session No., Unit / Theme, Is the topic related from previous year, etc.).
Learning Outcome	Is it clearly stated, measurable, using verbs from Bloom's Taxonomy? Is it SMART (Specific, Measurable, Achievable, Realistic & Time bound)?
Display Board	Are displays being created or used by students during the lesson? Are the displays FOR learning or only OF learning?
Peer Learning (somewhere in the lesson plan)	Does the plan include pair work and / or group work?
Starter	Does the starter engage and motivate students to the topic?
Introduction	Does the introduction link students' prior knowledge with the learning outcome and the learning activities in the Development?
Development (focus for now is only on all students)	Is the learning activity described so that anyone teaching this lesson would be able to know what questions to ask or information to give or tasks to set to students, and how students will be engaged in the learning?
Plenary	Is it clear how the teacher will find out how well students achieved the lesson outcome?
Resources and Location	Is there enough information so that anyone teaching this lesson can find the same resources and know where it is located?
References	Is there enough information so that books, modules, websites, etc. can be found by anyone teaching this lesson?
Keywords	Are the key words identified and applied in the lesson?
Formative Assessment	Is formative assessment used throughout the lesson to check students' understanding and provide feedback to students on their progress towards the learning outcome during the lesson?
Summative Assessment	Is summative assessment used at the end of the lesson to evaluate the extent of what students know and can do?
Homework	Does the homework extend and support the learning of the students?

Display Board

Guidance document for Display Boards

Purpose of the display in the classroom:

1. To extend children's learning (celebrates, stimulates and informs)
2. They are decorative and interactive
3. Make the classroom brighter, interesting and stimulating
4. Useful direct teaching aids
5. Makes teaching more effective
6. Reference material can be placed to support children's learning
7. Helps to bring the subjects to life
8. They can include information that is important for children to memorize e.g. spellings, format of letter, key terms, etc.
9. Effective way to introduce a new topic
10. Communicates to others what the class has been doing – for the parents, visitors and staff
11. To be used as a learning resource for children
12. Shows children that their work is valued and respected.

Children's involvement in the process of creating a display:

After preparing a blueprint of the display board, the teacher should consciously involve the children in the process of making display as a part of the lesson.

- It helps to reinforce the lesson
- It provides opportunities for collaborative work
- It increases their sense of ownership and pride in the display

Therefore children should be given the opportunity to contribute their own ideas to make a creative and stimulating display.

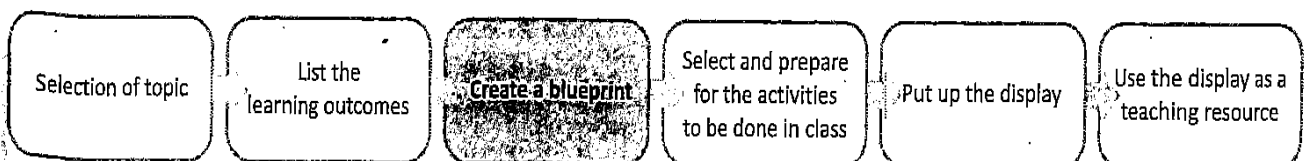
Should work be created specially for displays?

No, the process that children go through, while forming their piece of work, should benefit them in relation to gain in subject knowledge and understanding.

Focus should not only be on the presentation, it should be mainly on the content the children are producing.

Classroom displays can be used to promote active learning. Teachers should create displays with the help of students and use them effectively.

Note: Blueprint of the entire chapter should be planned in advance. Please use blank pages provided at the back.



Peer Learning / Group Activity

The main benefits of peer learning include, but are not limited to the following:

- Students receive more time for individualized learning.
- Direct interaction between students promotes active learning.
- Peer learners reinforce their own learning by instructing others.
- Students feel more comfortable and open when interacting with each other.
- Peers share a similar discourse, allowing for greater understanding.
- Teachers receive more time to focus on the next lesson.
- Students learn communication skills and power of expression.

Peer Learning Strategies: To facilitate successfully, teachers may choose from an array of strategies:

1. **Buzz Groups:** A large group of students is subdivided into smaller groups of 4–5 students to consider the issues surrounding a problem. After about 20 minutes of discussion, one member of each sub-group presents the findings of the sub-group to the whole group.
2. **Affinity Groups:** Groups of 4–5 students are each assigned particular tasks to work on outside of formal contact time. At the next formal meeting with the teacher, the sub-group, or a group representative, presents the sub-group's findings to the whole tutorial group.
3. **Solution and Critic Groups:** One sub-group is assigned a discussion topic for a tutorial and the other groups constitute 'critics' who observe, offer comments and evaluate the sub-group's presentation.
4. **Teach-Write-Discuss:** At the end of a unit of instruction, students have to answer short questions and justify their answers. After working on the questions individually, students compare their answers with each other. A whole-class discussion subsequently examines the array of answers that still seem justifiable and the reasons for their validity.

Critique sessions, role-play, debates, case studies and integrated projects are other exciting and effective teaching strategies that stir students' enthusiasm and encourage peer learning. Students thus have diverse opportunities to experience in a reasonably 'safe' and unconstrained context (while perhaps being evaluated by another group and / or the teacher), reactions to complex and 'real' problems they may face later in their careers.

Group Activities:

"More hands make for lighter work."

"Two heads are better than one."

"The more the merrier."

Properly structured, group projects can reinforce skills that are relevant to both group and individual work, including the ability to:

- break complex tasks into parts and steps
- plan and manage time
- refine understanding through discussion and explanation
- give and receive feedback on performance
- challenge assumptions
- develop stronger communication skills.
- **Examples:** Team building games - warm-ups, quick games and exercises, ice-breakers, exercises and activities

Group projects can also help students develop skills specific to collaborative efforts, allowing students to:

- tackle more complex problems than they could or their own
- delegate roles and responsibilities
- share diverse perspectives
- pool knowledge and skills
- hold one another (and be held) accountable
- receive social support and encouragement to take risks
- develop new approaches to resolve differences
- establish a shared identity with other group members
- find effective peers to emulate
- develop their own voice and perspectives in relation to peers.

Guidance Document for Assessments

Formative Assessment occurs in the short term, as learners are in the process of making meaning of new content and of integrating it into what they already know. Feedback to the learner is immediate (or nearly so), to enable the learner to change his / her behaviour and understanding right away. Formative Assessment also enables the teacher to rethink instructional strategies, activities, and content based on student understanding and performance. His / her role here is comparable to that of a coach. Formative Assessment can be as informal as observing the learner's work or as formal as a written test. Formative Assessment is the most powerful type of assessment for improving student understanding and performance.

Examples: A very interactive class discussion; a warm-up, closure, or exit slip; a on-the-spot performance; a quiz.

Features of Formative Assessment

- is diagnostic and remedial
- makes the provision for effective feedback
- provides the platform for the active involvement of students in their own learning
- enables teachers to adjust teaching to take into account the results of assessment
- recognizes the need for students to be able to assess themselves and understand how to improve
- builds on students' prior knowledge and experience in designing what is taught
- incorporates varied learning styles into deciding how and what to teach
- encourages students to understand the criteria that will be used to judge their work
- offers an opportunity to students to improve their work after feedback
- helps students to support their peers, and expect to be supported by them.

Formative Assessment is thus carried out during a course of instruction for providing continuous feedback to both the teachers and the learners for taking decisions regarding appropriate modifications in the transactional procedures and learning activities.

Summative Assessment takes place at the end of a large chunk of learning, with the results being primarily for the teacher's or school's use. Results may take time to be returned to the student / parent, feedback to the student is usually very limited, and the student usually has no opportunity to be reassessed. Thus, Summative Assessment tends to have the least impact on improving an individual student's understanding or performance. Students / parents can use the results of Summative Assessments to see where the student's performance lies. Schools can use these assessments to identify strengths and weaknesses of curriculum and instruction, with improvements affecting the next year's/term's performance of the students.

Examples: Final exams, major cumulative projects, research projects, and performances.

Features of Summative Assessment

- Assessment of learning
- Generally taken by students at the end of a unit or semester to demonstrate the "sum" of what they have or have not learned
- Summative assessment methods are the most traditional way of evaluating student work.

The 9 Intelligences of Multiple Intelligences Theo

Verbal Linguistic Intelligence	Well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words. People with Linguistic intelligence are naturally good with writing or speaking and memorization.	Skills - Listening, speaking, writing, teaching. Careers - Poet, journalist, writer, teacher, lawyer, politician, translator
Mathematical Logical Intelligence	Ability to think conceptually and abstractly, and capacity to discern logical or numerical patterns. People with Logical intelligence are driven by logic and reasoning.	Skills - Problem solving (logical & math) performing experiments Careers - Scientists, engineers, accountants, mathematicians
Musical Intelligence	Ability to produce and appreciate rhythm, pitch and timber. People with Musical intelligence are musically gifted and have a "good ear" for rhythm and composition.	Skills - Singing, playing instruments, composing music Careers - Musician, disc jockey, singer, composer
Visual Spatial Intelligence	Capacity to think in images and pictures, to visualize accurately and abstractly. People with Visual intelligence are good at remembering images and are aware of surroundings.	Skills - puzzle building, painting, constructing, fixing, designing objects Careers - Sculptor, artist, inventor, architect, mechanic, engineer
Bodily Kinesthetic Intelligence	Ability to control one's body movements and to handle objects skillfully. People with Kinesthetic intelligence love movement, have good motor skills and are aware of their bodies.	Skills - Dancing, sports, hands on experiments, acting Careers - Athlete, PE teacher, dancer, actor, firefighter
Interpersonal Intelligence	Capacity to detect and respond appropriately to the moods, motivations and desires of others. People with Interpersonal intelligence are good with people and thrive in social interactions.	Skills - Seeing from other perspectives, empathy, counselling, co-operating Careers - Counsellor, salesperson, politician, business person, minister
Intra-personal Intelligence	Capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes. People with Intrapersonal intelligence are adept at looking inward.	Skills - Recognize one's S/W, reflective, aware of inner feelings Careers - Researchers, theorists, philosophers
Naturalist Intelligence	Ability to recognize and categorize plants, animals and other objects in nature. People with Naturalist intelligence have a sensitivity to and appreciation for nature.	Skills - Recognize one's connection to nature, apply science theory to life Careers - Scientist, naturalist, landscape architect
Existential Intelligence	Sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here	Skills - Reflective and deep thinking, design abstract theories Careers - Scientist, philosopher, theologian

Bloom's Taxonomy

is a *way of distinguishing the fundamental questions*

within the education system. Bloom's Taxonomy divides the way people learn into three domains. One of these is the cognitive domain, which emphasizes intellectual outcomes. The key words used and the type of questions asked may aid in the establishment and encouragement of critical thinking, especially in the higher levels.

CREATING: (VERBS - Construct, Plan, Design, Invent...)

What changes would you make to solve ...? How would you improve ...? What would happen if ...? Can you elaborate on the reason ...? Can you propose an alternative ...? Can you invent ...? How would you adapt _____ to create a different ...? How could you change (modify) the plot (plan) ...? What could be done to minimize (maximize) ...? What way would you design ...? What could be combined to improve (change) ...? Suppose you could _____ what would you do ...? How would you test ...? Can you formulate a theory for ...? Can you predict the outcome if ...? How would you estimate the results for ...? What facts can you compile ...? Can you construct a model that would change ...? Can you think of an original way for the ...?

EVALUATION: (VERBS - Comment, Review, Check, Critique...)

Do you agree with the actions ...? with the outcomes ...? What is your opinion of ...? How would you prove ...? disprove ...? Can you assess the value or importance of ...? Would it be better if ...? Why did they (the character) choose ...? What would you recommend ...? How would you rate the ...? What would you cite to defend the actions ...? How would you evaluate ...? How could you determine ...? What choice would you have made ...? What would you select ...? How would you prioritize ...? What judgement would you make about ...? Based on what you know, how would you explain ...? What information would you use to support the view ...? How would you justify ...? What data was used to make the conclusion ...? Why was it better that ...? How would you prioritize the facts ...? How would you compare the ideas / people ...?

ANALYSING: (VERBS - Compare, Organise, Structure...)

What are the parts or features of ...? How is _____ related to ...? Why do you think ...? What is the theme ...? What motive is there ...? What inference can you make ...? What conclusions can you draw ...? How would you classify ...? How would you categorize ...? Can you identify the difference in parts ...? What evidence can you find ...? What is the relationship between ...? Can you make a distinction between ...? What is the function of ...? What ideas justify ...?

APPLICATION: (VERBS - Implement, Carry out, Use, Execute...)

How would you use ...? What examples can you find to ...? How would you solve _____ using what you have learned ...? How would you organize _____ to show ...? How would you show your understanding of ...? What approach would you use to ...? How would you apply what you learned to develop ...? What other way would you plan to ...? What would result if ...? Can you make use of the facts to ...? What elements would you choose to change ...? What facts would you select to show ...? What questions would you ask in an interview with ...?

UNDERSTANDING: (VERBS - Interpret, Summarise, Explain, Classify, Compare, Infer...)

How would you classify the type of ...? How would you compare ...? contrast ...? Will you state or interpret in your own words ...? How would you rephrase the meaning ...? What facts or ideas show ...? What is the main idea of ...? Which statements support ...? Can you explain what is happening ... what is meant ...? What can you say about ...? Which is the best answer ...? How would you summarize ...?

KNOWLEDGE: (VERBS - Recognise, List, Describe, Identify, Name, Locate...)

What is ...? How is ...? Where is ...? When did _____ happen? How did _____ happen? How would you explain ...? Why did ...? How would you describe ...? When did ...? Can you recall ...? How would you show ...? Can you select ...? Who were the main ...? Can you list three ...? Which one ...? Who was ...?

PURPOSES OF DISPLAY:

- Link with student learning and achievement
- Acts as a learning aid in the absence/presence of the teacher
- Provides visual learners with support
- Reflects the learning and assessment needs of all learners
- Reflects the culture and values of the school - ethnicity, religion, etc.

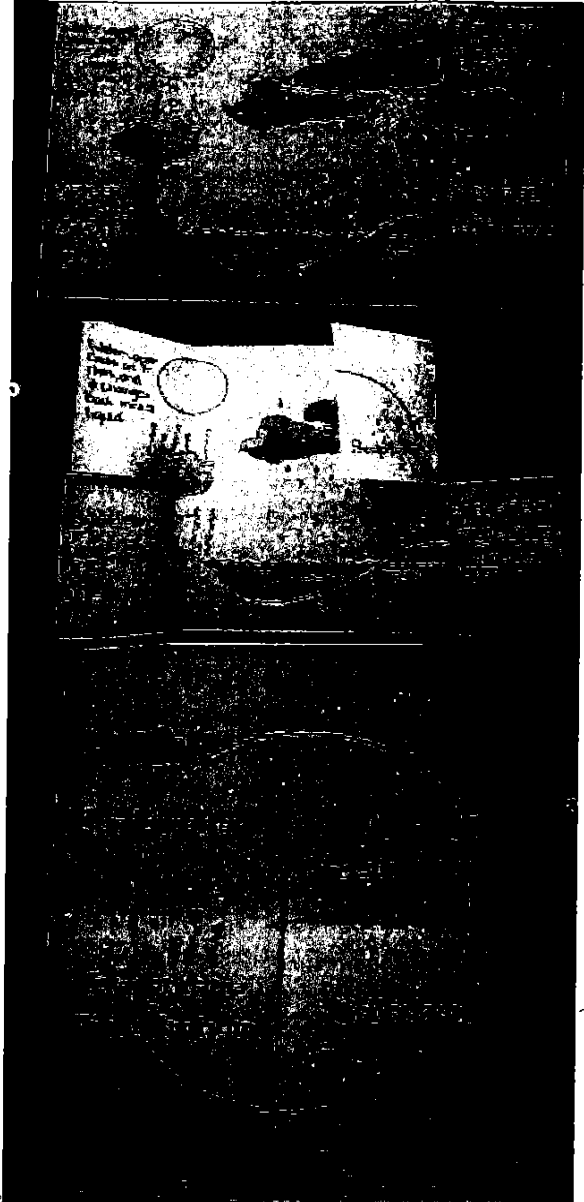
Her dress was ~~pretty~~
 attractive | exquisite
 beautiful | lovely
 gorgeous

The football game was ~~fun~~
 thrilling | exciting
 fantastic | awesome
 unbelievable | entertaining
 incredible

Her mom is ~~nice~~
 friendly | good-natured
 welcoming | delightful
 pleasant | fantastic

My dog is ~~cute~~
 adorable
 beautiful
 lovable

Joe was ~~mad~~
 angry
 upset | livid
 furious | frustrated
 grumpy | annoyed



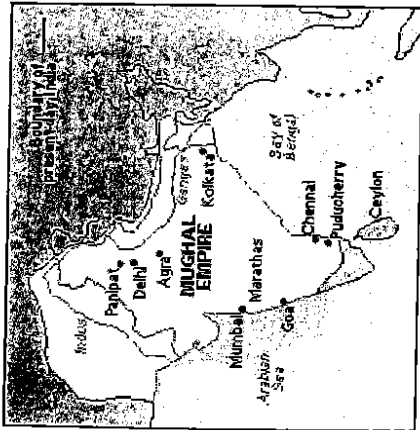
Multiplication Strategies
 Partial Product

453	
x 48	
24	8 x 3
400	8 x 50
3,200	8 x 400
120	40 x 3
2,000	40 x 50
16,000	40 x 400
21,744	

CAPITALISE with MINTS

M - Months
 I - The letter I
 N - Names of people, state and countries
 T - Titles
 S - Start of sentences

Empire founded by Babur and named it as Hindustan



Centralised, imperialistic government which brought together many smaller kingdoms.

How did Aurangzeb's personal qualities and political policies affect the Mughal Empire?

MUGHAL PAINTING, Persian art and culture amalgamated with Indian art and culture.



MUGHAL WEAPONS

Akbar was the first to initiate and utilize metal cylinder rockets known as bans particularly against War elephants, during the Battle of Sambal.



Government: Absolute monarchy, unitary state with federal structure

HISTORY OF THE MUGHALS

Influence of Mughals on the Indian subcontinent:

1526-1857

Urdu Language

Combined with Hindi, Persian and Arabic to form Urdu. It was more popular than Persian and Arabic and from the 17th century onwards it became the official language of the Mughal Empire.

GENEALOGICAL TABLE

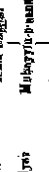
Combined with Hindi, Persian and Arabic to form Urdu. It was more popular than Persian and Arabic and from the 17th century onwards it became the official language of the Mughal Empire.

- 1. Babur (died A.D. 1530)
- 2. Humayun (died A.D. 1556)
- 3. Akbar (died A.D. 1605)
- 4. Jahangir
- 5. Shah Jahan
- 6. Aurangzeb
- 7. Salim Chishti
- 8. Nur Jahan
- 9. Shah Jahan II
- 10. Aurangzeb II
- 11. Bahadur Shah I
- 12. Muhammad Shah
- 13. Alamgir II
- 14. Shah Jahan III
- 15. Bahadur Shah II
- 16. Shah Jahan IV
- 17. Bahadur Shah III

THE GREAT AKBAR 1542-1605



SHAH JAHAN Mughal contribution in unique ARCHITECTURE.



built by Mughal emperor Shah-Jahan in memory of his wife Mumtaz Mahal

Mughal Architecture found its way into local Indian architecture, most conspicuously in the palaces built by Rajputs and Sikh rulers.

SUGGESTED BOOKS

- Tuzuk-e-Babri
- Ain-i-Akbari
- Humayun Nama
- The Mughal State

The last emperor of India, Bahadur Shah, was forced into exile in Burma by Britain during the so-called "Sepoy Rebellion," or First Indian War of Independence. He was deposed to make space for the official imposition of the British Raj in India.

RELIGION: Islam (1526-1582) and (1605-1857) Din-e-Ilahi (1582-1605)

MUGHAL GARDENS



Landscape garden in: Shalimar Garden, Srinagar

The Indian economy remained prosperous under the Mughals

CONNECT TO TODAY

Awadhi cuisine (Hindi: अवधी खाना) is from the city of Lucknow, which is the capital of the state of Uttar Pradesh in Central-South Asia and Northern India, and the cooking patterns of the city are similar to those of Central Asia, the Middle East, and Northern India as well. The cuisine consists of both vegetarian and non-vegetarian dishes. Awadhi has been greatly influenced by Mughal cooking techniques, and the cuisine of Lucknow bears similarities to those of Persia, Kashmir, Punjab and Hyderabad; and the city is known for Nawabhi food.

Complete the list of famous Buildings made by the Mughals

- Humayun's Tomb
- Fatehpur Sikri
- The Red Fort
- The Agra Fort

Akbar was brilliant and curious, especially about religion. He even invented a religion of his own—the "Divine Faith" - DIN-E-ILAH which combined elements of Hinduism, Jainism, Christianity, and Sufism. The religion attracted few followers, however, and offended Muslims so much that they attempted a brief revolt against Akbar in 1581. When he died, so did the "Divine Faith." Surprisingly, despite his wisdom and his achievements, Akbar could not read. He hired others to read to him from his library of 24,000 books.





Assumption Samutprakarn School

Lesson Plan

Semester Academic Year:

Subject: Level: Time: minutes Date:

Unit: Name of chapter: Topic & subtopic:

Standard/Indicator: From Thailand National Core Curriculum 2008

Learning Outcomes/Objective:

By the end of lesson all students will be able to: _____

Is it clearly stated, measurable, using verbs from Bloom's Taxonomy?

Is it SMART (Specific, Measurable, Achievable, Realistic & Time bound)?

Teaching aids:

References (name of book, website, newspaper, magazine):

Name of book, website, newspaper, magazine

Activity (Peer/Group):

Does the plan include pair work and / or group work?

The teacher may use pair or group activity or both, in order to involve students and achieve the learning outcomes.

Display board:

Are displays being created or used by students during the lesson?
Are the displays FOR / OF learning?

Involvement of students in creating the displays will enhance their Visual Spatial Intelligence, Bodily Kinesthetic Intelligence and Interpersonal Intelligence.

Formative Assessment:

Is formative assessment used throughout the lesson to check students' understanding and provide feedback to students on their progress towards the learning outcome during the lesson?

Is summative assessment used at the end of the lesson to evaluate the extent of what students know and can do?

Summative Assessment: A written test will be conducted at the end of the chapter.

Evaluation Procedures

Learning Outcomes/Objective (KPA)	Evaluation Methods	Evaluation Instruments	Assessment Criteria
Learning Outcomes/Objective (KPA)	Evaluation Methods	Evaluation Instruments	Assessment Criteria

Post-Lesson Report

Result of the teaching K P A	Problems/Obstacles	Solutions (Classroom research/Extra teaching/ Behavior Monitoring/etc.)
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SignatureTeacher Date.....

Comments

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Signature..... Head/Assistant of Subject Group Date.....	Signature..... Academic Department Date.....



Lesson Plan

Semester ...1... Academic Year: 2017

Subject: Science MLP

Level: Primary 5

Time: 50 mins

Date: 16-18/5/17

Unit: 1 Name of chapter: Sexual Reproduction in Plants Topic&subtopic: Flower: Structure and Function

Standard/Indicator Strand 1: Living and Family

Standard Sc1.1: Understanding basic units of living things; relationship between structures an functions of living things, which are interlinked; investigative process for seeking knowledge; ability to communicate acquired knowledge that could be applied to one’s life and care for living things.

Learning Outcomes/Objective:

By the end of lesson all students will be able to:

1. Describe the structure of a flower.(K)
2. Explain the functions of a flower and its parts using a chart on a part of a flower.(P)

Teaching aids:

- 4-5 types of flowers
- A chart –Structure of a flower

References (name of book, website, newspaper, magazine):

- Text book
- You tube

Activity (Peer/Group):

Peer Activity: Students will separate all four parts of a flower and compare their findings with the other students.

Group Activity: In a group of 6-8 students, they will prepare a chart on a part of a flower and write down its function(s). Each group will be assigned with one part e.g.-petal.

Display board:

KEYTERMS

- Androecium - 2
- Gynoecium - 2
- Sepal - 5
- Petal - 1
- Ovule - 4
- Thalamus - 6
- Pedicel - 7

Formative Assessment:

Q1. Fill in the blanks

- a- is the male reproductive part of a flower.
- b- Stamens consist of two parts called and
- c- contains ovules.
- d- Pistil is the reproductive part
- e- and are non-essential part of a flower.

Q2. How would you describe a complete flower?

Summative Assessment: A written test will be conducted at the end of the chapter.

Evaluation Procedures

Learning Outcomes/Objective (KPA)	Evaluation Methods	Evaluation Instruments	Assessment Criteria
Describe the structure of a flower.(K)	Question 1 and 2 (formative Assessment)	Q & A Rubric	Pass : 3 marks
Explain the functions of a flower and its parts.(P)	Group Activity	Activity Rubric	Pass : 3 marks

Post-Lesson Report

Result of the teaching K P A	Problems/Obstacles	Solutions (Classroom research/Extra teaching/ Behavior Monitoring/etc.)

SignatureTeacher

Date.....

Comments

<p>.....</p> <p>.....</p> <p>.....</p> <p>Signature.....</p> <p>Head/Assistant of Science Subject Group</p> <p>Date.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>Signature.....</p> <p>Academic Department</p> <p>Date.....</p>
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Evaluation Instruments

Mark Allocation Benchmark

1. Question and Answer Rubric

Mark Allocation	Marks
Answers are correct 81-100%	5
Answers are correct 61-80%	4
Answers are correct 41-60%	3
Answers are correct 21-40%	2
Answers are incorrect 1-20%	1

2. Activity Rubric

Mark Allocation	Marks
Contributed exceptional effort to the group's project and showed leadership in to organizing group efforts. Exhibited positive, supportive attitude toward group members. Completed share of work with great effort.	5 (Excellent)
Contributed great effort to the group's project and helped organize group efforts. Exhibited positive, supportive attitude toward group members. Completed share of work with great effort.	4 (Good)
Contributed fair effort to the group's project Exhibited positive, supportive attitude toward group members. Completed share of work with fair effort.	3 (Fair)
Contributed little effort to the group's project. Exhibits negative attitudes toward group members. Did not complete his or her share of work.	2 (Poor)
Contributed no effort to the group's project. Exhibits negative attitudes toward group members. Did not complete his or her share of work.	1 (Not Done)

