

## **Anchor Descriptors for Lesson Plan**

### **Level 1**

Theoretical foundation is outlined. Practice is related to theory. Goals are described. Classroom activities occur in a specified period. Assessment techniques to determine outcomes are outlined. There is a minimum of 2000 words.

### **Level 2**

Theory is described but may be based on only one source. Practice is related to theory, but the relation may not always be as evident as it is in level 3. Goals are related (though perhaps not conceptually) to practice. Relationships between goals and practice may not be self-evident. Classroom activities occur in a specified time, but the writer may not show evidence that they have been tested. Assessment techniques are graded or ungraded (not necessarily both). Assessments may occur all at once or at various points in the process. Assessment may not be well integrated into the plan. There is a minimum of 2000 words.

### **Level 3**

Theory is based on a synthesis of different sources read, and those sources are documented. Practice is described and outlined as it relates to the theoretical foundation. Goals are integrated into the practice in a way that makes them almost self-evident. The goals that are selected are manageable and conceptually related. Classroom activities are related directly to goals, and a schedule of activities is included. The period for the activities is clearly stated, and the activities have been tested to see whether they could be introduced in the time allowed (although the test does not need to be on an actual class). Assessment techniques are both graded and ungraded and occur at various points in the plan. They are integrated fully into the plan. There is a minimum of 2000 words.

**Name:**

## **Analytic Scoring Guide (Lesson Plan)**

To what extent does the plan present objectives that relate to teaching writing?

**0** = **subscore x 2**

How well articulated is the theoretical foundation for this lesson?

**0** = **subscore x 3**

To what extent does the plan connect the theory directly to the activities?

**0** = **subscore x 2**

To what extent does the plan include reference to writing theory?

**0** = **subscore x 2**

To what extent are the activities clear enough that another teacher could follow them without the writer's help?

**0** = **subscore x 1**

To what extent do the activities follow a specific time sequence?

**0** = **subscore x 1**

To what extent has the writer anticipated student reaction and potential in-process changes?

**0** = **subscore x 2**

To what extent does the lesson plan include all of the components: objective, purpose, connection, context, materials, assessment?

**0** = **subscore x 2**

To what extent does the plan adhere to rules of standard usage (mechanics, spelling)?

**0** = **subscore x 1**

To what extent does the plan exhibit effective word choice and stylistic features?

**0** = **subscore x 1**

What is the plan's "anchor-descriptor" grade?

**0**

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18

**Scale** 0-64 = E 65-69 = D 70-80.6 = C 81-91.6 = B 92-100 = A