Biographies of the Nation Teacher Project
Instructional Plan Rubric

Teacher's Name _____ **Grade (s)** _____
Content area (s) _____Scope of IP: ☐ 1 lesson ☐ Series of related lessons ☐ Unit (1 week or more)

1. Essential Question (EQ) and Statement of Standards

1	2	3	4	5
Essential Question is inadequate/inappropriate.	Essential Question does not relate to an individual's life, and it is not connected to a critical event in American history.	Essential Question relates to an individual (or group of individuals) connected to a critical event in American history.	Essential Question clearly relates to an individual(s) that are connected to a larger event in American history, but the question may not clearly guide the focus of the plan.	Essential Question clearly connects the individual(s) to a larger historical picture, dramatic moment, or critical event, and guides the focus of the plan.
Only a vague reference to standards or learning objectives is provided.	Statement of standards/objectives is disconnected from an era or event in American history. There is no identification of specific standards being met.	Standards and objectives are stated. Standards come from District, State, or National Standards, and that is identified.	Standards and objectives are clear and reflect the focus of the project. Source(s) for standards is identified.	Standards and objectives clearly reflect the focus of the IP and contain central ideas for the IP. May include identified standards from multiple sources.

2. Historical Background

1	2	3	4	5
Historical background is so minimal as to be unhelpful for those unfamiliar with the topic.	Historical background may contain inaccuracies, may need more research, and/or may not be focused or entirely clear. The individual(s) and his/her importance may be left out of the narrative, or may be unclear. There is no connection between the historical background and the essential question.	Historical background is included, demonstrates some research, and is accurate. Background might not make connections to the bigger picture, including the wider implications of the time. Individual(s) is connected to the narrative, but may not be the focus that drives the IP. The connection between the historical background and the essential question is unclear.	Historical background is moderately researched; several sources are used. Background is coherent and accurate. The content and context are appropriate for the IP. Individual(s) is connected to the narrative, but not integral. There is a connection between the historical background and the essential question, but the analysis may be weak.	Historical background is thoroughly researched, using multiple sources. It is focused, clear, and accurate. The content and context are appropriate for the IP. There is clear historical analysis that connects the critical event (dramatic moment, era, etc.) to the individual(s) of focus in the IP. This historical analysis clearly connects the background to the essential question and provides a clear answer for the essential question. The individual(s) is interwoven throughout the narrative and is an interactive, connected actor within the description of the historical background.
		Sources are cited.	Sources are cited.	Sources are cited.

3. Guided Discovery Activity/Student Learning Activity

1	2	3	4	5
Activity is vague/unclear.	There may be an activity (or activities) described, but it does not include primary source analysis or may not be tied to the essential question. Activities may be loosely connected to the focus of the IP.	Activity(ies) appears to engage students. Primary sources are used. Activity is tied to the focus of the lesson and is connected to the essential question, but the depth of analysis required by students to understand/answer the essential question is weak. Individual may be lost in the activity focus.	Activity(ies) effectively engages students. Primary sources are used. The activity focuses on the individual(s). After the activity, students should be able to understand/answer the essential question.	Activity(ies) effectively engages students. Primary sources guide students toward discovering answer(s) to the essential question. Activity is clearly tied to an event and individual. After completing the activity, students understand the role of the individual in the historical event, and can demonstrate a depth of analysis. Options for differentiating learning are included. May include digital files/URLs used for instruction (Podcasts, PPT, etc.)

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4. Assessment Plan

1	2	3	4	5
Only a vague reference to assessment. Student work included does not correspond with the Instructional Plan—especially the Essential Question.	Assessment plan is minimal and does not adequately illustrate how the teacher will know if the students have reached proficiency. Few or no student work samples are included.	Assessment plan includes some of the following: rubric, scoring guide, and answer sheets. The essential question is addressed and the plan includes an assessment of students' understanding of the individual(s). Some student work may be included but no description of levels or representativeness.	Assessment plan includes most of the following: rubric, scoring guide, and answer sheets. The essential question is addressed and the plan includes an assessment of students' understanding of the individual(s). Assessment may allow students to demonstrate learning in multiple ways. Samples of student work reflecting various levels of understanding are included.	Plan authentically measures student understanding of content in IP. Includes all: rubric(s), scoring guide, and answer sheet. Essential question is addressed and includes an assessment of student understanding of individual(s). Assessment allows students to demonstrate learning in multiple ways. May include formative and summative measures. Assessment plan includes pre-post assessment data. Contains student examples of high, medium, and low performance. Data on class performance are included.

5. Bibliography

1	2	3	4	5
Bibliography is unclear, difficult to follow, and/or incomplete.	Bibliography is partial or incomplete. (May include a few hyperlinks.) The bibliographic information is so unclear; another user will be unable to locate the materials to replicate.	Bibliography is included, although some resources/sources are questionable. Serves more as a list of resources versus a bibliography, and may be comprised primarily of indexed websites. Sources are referenced, but they may be difficult for another user to locate. Bibliography does include some annotated references to the sources used.	Bibliography is historically accurate and applicable for the IP. It is complete with a wide mix of materials. Sources are referenced through footnotes or endnotes. (Primarily in the Historical Background section and for Primary Source Handouts.) Bibliography includes annotated references to the sources used.	Bibliography is historically accurate, thorough, and appropriate for the IP. Sources are referenced through footnotes or endnotes. (Primarily in the Historical Background section and for Primary Source Handouts.) Another teacher can easily access the bibliography to replicate or adapt the IP. Bibliography includes a mix of website and print materials. Reliable and valid sources are used. There is sufficient annotation to enable other users to choose and locate materials for tailoring the lesson to fit their classroom.

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6. Personal Reflection

1	2	3	4	5
Reflection is minimal and/or incomplete.	Reflection includes a brief statement.	Includes a brief reflection statement and includes some reference to what went well and what the teacher would do differently if teaching this lesson/unit again.	Includes a description of what went well and what the teacher would do differently if teaching this lesson/unit again. Includes recommended revisions.	Includes a description of what went well, what would be done differently, and/or considerations for replication. Includes findings/interpretation of student pre/post assessment or performance on measures. Includes recommended revisions.