# Assessment marking criteria

## Assessment instructions

In the lesson, you were challenged to think about ways in which you can change your lesson or activity objectives from testing lower order thinking skills to rather testing higher order thinking skills.

It is far more enriching for your students to be able to create something or do something with the knowledge that they have gained rather than simply describing or listing the information.

1. Take some time to critically analyse one of your existing lessons in light of what you learned in this unit.
2. Identify areas in your lesson plan where you can change the lesson outcomes/objectives from lower order to higher order thinking.
3. Change your lesson plan and activities to indicate how you will challenge your learners to use higher order thinking skills. Indicate these changes in red on your lesson plan
4. You will be asked to submit your old lesson plan, along with your new lesson plan that shows how you have changed the original objectives and activities to encourage higher order thinking skills.

## Marking criteria

**Marking rubric for Unit 37**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evidence that….** | **Not proficient (0 marks)**  | **Partially proficient (1 mark)** | **Proficient****(2 marks)**  | **Exceeded expectations****(3 marks)** |
| Learner has submitted original lesson plan  |  |  |   |  |
| Learner has submitted amended lesson plan  |  |  |  |  |
| Learner shows understanding of Blooms Taxonomy levels (progression from lower order thinking skills to higher order thinking skills)  |  |  |   |  |
| At least 2 activities in the lesson plan have changed from lower order (remembering, understanding) to higher order (applying, analysing, evaluating, creating)  |  |  |   |  |
| New activities suggested in lesson plan are well thought out, interesting and would be applicable in a classroom setting.  |  |  |  |  |
| Changes to activities have been indicated in red on the amended lesson plan  |  |  |  |  |
| **TOTAL** |  **/18** |