

EXSC 351 - Spring 2016 - Lesson Plan Rubric - Final Submission

Q1 - Skill and learner	12 %
Goal of learner (include what and why)	2 pts
Description of learner (include adequate detail needed for classification and to answer all other questions)	2 pts
Classifications of learner (cite 1-2 books AND/OR articles)	3 pts
Description of skill (include adequate detail needed for classification and to answer all other questions)	2 pts
Classifications of skill (cite 1-2 books and/or articles)	3 pts
Q2 - Microstructure of practice (Pg. 209-212)	12 %
Definitions of blocked AND random practice schedules	2 pts
Evidence supporting blocked AND/OR random practice schedules (use 1-2 original research articles)	5 pts
Summary and concrete example describing implementation of 3 variants used in practice microstructure	5 pts
Q3 - Macrostructure of practice (Pg. 209-212)	12 %
Definitions of massed AND distributed practice	2 pts
Evidence supporting massed AND/OR distributed practice (use 1-2 original research articles)	5 pts
Summary and concrete example describing frequency, length, and number/duration of practices in macrostructure	5 pts
Q4 - Verbal instructions (Pg. 202-203) and demonstration (Pg. 212-215)	12 %
Definitions of verbal instructions AND demonstration	2 pts
Evidence supporting verbal instructions AND/OR demonstration (use 1-2 original research articles)	5 pts
Summary and 2+ concrete examples describing implementation of verbal instruction and/or demonstration	5 pts
Q5 - Content of AFB (Pg. 202-205)	12 %
Definitions of Knowledge of Results (KR) AND Knowledge of Performance (KP)	2 pts
Evidence supporting KR AND/OR KP (use 1-2 original research articles)	5 pts
Summary and 2+ concrete examples describing implementation of KR and/or KP	5 pts
Q6 - Instructional nature of AFB (Pg. 205)	12 %
Definitions of descriptive AND prescriptive AFB	2 pts
Evidence supporting descriptive AND/OR prescriptive AFB (use 1-2 original research articles)	5 pts
Summary and 2+ concrete examples describing implementation of descriptive and/or prescriptive AFB	5 pts
Q7 - Use of mastery and performance goals (pg. 197-199)	12 %
Definitions of mastery AND performance goals	2 pts
Evidence supporting supporting mastery AND/OR performance goals (use 1-2 original research articles)	5 pts
Summary and 2+ concrete examples describing implementation of mastery and/or performance goals	5 pts
Format/Layout (See Instructions)	16 %
Title Page (includes title, author, course, and date)	1 pts
Layout (includes margins, font, page and question #s, and binding)	1 pts
Formatting of citations and references (APA format)	4 pts
Length Requirements (6-8 pages)	5 pts
Grammar, organization, and readability	5 pts
Total	100 %

Important: when using **original research articles** for each description of evidence, **you MUST include the following:**

- 1 - **Purpose** of study (1 sentence)
- 2 - **Methods** including learner, skill, independent and dependent variables (1-3 sentences)
- 3 - **Result(s)** that are relevant to your lesson plan (1-2 sentences)
- 4 - **Relevance to your learner.** Use the classifications from Q1 to establish the extent to which the learner is SIMILAR and/or DIFFERENT than your learner (1-2 sentences)
- 5 - **Relevance to your motor skill.** Use the classifications from Q1 to establish the extent to which the motor skill is SIMILAR and/or DIFFERENT than your motor skill (1-2 sentences)

You may use Ives to find other sources, including textbooks, review articles and research articles. A reference list is provided at the end of each chapter in Ives. **You can use any of the sources from the reference lists in Ives, but you are NOT allowed to cite Ives as a source for any questions.**