

# LESSON PLAN ASSESSMENT

School: \_\_\_\_\_

Evaluator name: \_\_\_\_\_

Role: Teacher/Teacher trainer/Peer

Date: \_\_\_\_\_

Scale: 2-fully achieved/ 1-need some development/ 0-not defined		2	1	0
<b>G-STEAM scenario/topic</b>	Related to the authentic real-world contexts			
	Target one or more dimensions of sustainability in future-oriented solution: ecological, social, cultural, and economic			
	Integrate learning content from at least two subjects's perspectives			
	Constructive feedback /self-reflection			
<b>Learning outcomes</b>	Clearly suggest measurable outcomes in term of cognitive, affective, and behavioural aspects of learning			
	Address higher-order thinking skills (e.g., creative thinking, analytical thinking, critical thinking)			
	Address sustainable thinking in one or more dimensions: ecological, social, cultural and economic			
	Addressing the subject matter and inter-/trans-disciplinary learning content			
	Constructive feedback /self-reflection			
<b>Pedagogical approach</b>	Utilize with at least one of the constructive pedagogies, e.g., problem-/project-/design-/inquiry-based learning)			
	Provide activities that require higher-order thinking			
	Provide guidance on explicit academic discussion and exploration on subject-matter knowledge			
	Provide guidance for explicit discussion of at least one dimension of sustainability			
	Provide activities that encourage active and equitable participation			

	Provide activities that encourage students' collaboration among different stakeholders (e.g., classmates, subject-matter experts, teachers, researcher etc.)			
	Provide activities that are open-ended in supporting students' creativity and learning autonomy			
	Provide clear instruction for activity requirements and class assignment			
	Constructive feedback /self-reflection			
<b>Assessment method</b>	Use various types of assessment related to authentic real-world context to assess subject-matter knowledge and higher-order thinking ability			
	Use assessment to guide students to consider sustainability when developing learning products			
	Use assessment to identify the multiple aspect of learning (cognitive, behavioral, and affective aspects)			
	Use assessment to understand students' learning process and the degree of class participation			
	Flexibly use teacher-, self- and/or peer-assessment			
	Be responsive to students' needs, abilities and interest and provide scaffolding and feedback from assessment results			
	Constructive feedback /self-reflection			
<b>Learning environment</b>	Select and use the effective teaching medium (i.e., resources and digital devices) to afford the G-STEAM learning activities and support students' learning process			
	Reorganize existing class materials for G-STEAM learning purpose or develop G-STEAM materials for this lesson plan			
	Arrange learning space properly by considering students' activities and manage students' various activities time periods in G-STEAM classes			
	Constructive feedback /self-reflection			

## Rubric for the self-/peer-assessment and final grading (Tartu)

### Learning outcomes:

- Defined in a measurable/detectable manner (*fully achieved- 2/ need some development -1 /not defined - 0*)
- Include affective and behavioural aspects of learning (*2/1/0*)
- Address higher-order thinking skills (e.g., creative thinking, analytical thinking) (*2/1/0*)

### Instructional approach

- Problem, project, design and/or design-based (*2/1/0*)
- Inter- or transdisciplinary (*2/1/0*)
- Supports students' autonomy (*2/1/0*)
- Is open-ended/supports creativity (*2/1/0*)
- Supports collaborative learning (*2/1/0*)

### Sustainability:

- Targets one or more SD dimensions: ecological, social, cultural, economic (*2/1/0*)
- Promotes green daily habits (*2/1/0*)
- Initiates reflection on sustainability aspects when designing artefacts (*2/1/0*)

### Assessment

- Authentic – designed specifically for this module (*2/1/0*)
- Involves multiple aspects of learning (cognitive affective, behavioural) (*2/1/0*)
- Includes regular feedback (*2/1/0*)
- Includes Self- and/or peer assessment (*2/1/0*)
- Includes criterion-related assessment (rubrics) (*2/1/0*)
- Helps teacher to adjust their teaching (*2/1/0*)

### Equitable participation

- Responsive to students' needs, abilities, interests (*2/1/0*)
- Awareness of student context and experiences (*2/1/0*)
- Learning environment provides different types of scaffolding (*2/1/0*)
- Tries to address student's ZPD (*2/1/0*)