

APPENDIX 1. RUBRIC FOR ANALYSIS OF LESSON PLAN AND CL MICRO-TEACHING

Domain	Unsatisfactory	Needs Improvement	Adequate	Exceed Expectations
Prior Knowledge	The lesson plan shows that the teacher does not recognise the students' prior knowledge	The teacher understands minimally that prior knowledge is the knowledge students already have before they meet new information and describes his/her students' prior knowledge somewhat vaguely.	The teacher understands to some extent that prior knowledge is the knowledge students already have before they meet new information and describes his/her students' prior knowledge adequately.	The teacher understands clearly that prior knowledge is the knowledge students already has before they meet new information and describes his/her students' prior knowledge clearly. The teacher designs the lesson in such a way that prior knowledge is being tapped on.
Learning Objectives	There is little reference to the learning objective in the lesson plan.	The teacher refers to one or more ways to meet learning objectives, but elaboration is restricted, incomplete, and/or vague. The lesson plan grasps the realisation of learning objectives only implicitly.	The teacher clearly describes at least one adequate way of realising learning objectives, adjusted to the developmental level of the students and the objective of the lesson	The teacher clearly describes at least more than one adequate way of realising learning objectives; includes elaborative learning strategies, such as questioning or explaining.
Types of Activities	The lesson plan does not include a clearly defined activity.	The learning activity is not adapted to the developmental level of the students and/or learning objectives, but activities have some vague reference to collaborative learning. Includes lower level order activities such as making students reproduce facts, rules, formulas or definitions with no connection to underlying meaning; knowledge comprehension	The teacher clearly describes an adequate collaborative learning activity, adjusted to the developmental level of the students and objective of the lesson. Includes lower order activities such as making students reproduce facts, rules, formulas or definitions with no connection to underlying meaning; knowledge comprehension. Also has attempts to include higher order activities.	The teacher clearly describes an adequate collaborative learning task, adjusted to the developmental level of the students and objective of the lesson. There are clear indications (matching students' interests/experiences, eliciting students' activity and involvement) for the attractiveness of the learning activity for students. Includes higher order activities like generating elaborated explanations and asking thoughtful questions, application analysis, synthesis evaluation
Sequencing	There is no reference to and/or description of sequencing in the lesson plan.	The lesson plan includes sequencing steps, but the elaboration is vague or rather incomplete.	A clear step by step description of role sequencing is provided to the student. For instance, teacher tells students that they are required to take turns to contribute.	A clear step by step description of role sequencing is provided to the student. For instance, teacher tells students that they are required to take turns to contribute. Also invites students to suggest the rules or norms of cooperation, based on mutual agreements.

Role Distribution	The lesson plan does not include any information about the roles that students will take up.	The lesson plan includes vague information about the roles that students will take up.	The lesson plan includes explicitly the different roles that students will take up. For e.g. the role of a questioner, an explainer, and a commentator. Teacher also includes scripts that provide detailed instructions concerning which learner has to act in which role at what specific point in time.	The teacher includes explicitly the different roles that students will take up. For e.g. the role of a questioner, an explainer, and a commentator. Teacher also includes scripts that provide detailed instructions concerning which learner has to act in which role at what specific point in time. There is clear evidence that the teacher will model and/or visualise these strategies.
Types of Representation	The lesson plan does not contain instructions that will be presented to learners	The lesson plan contains some instructions that will be presented to learners. Use of collaboration scripts is only somewhat evident	In the lesson plan, instructions are presented to the learners but essential components are lacking. Use of collaboration scripts is evident. Grouping is evident.	In the lesson plan, specific instructions are presented to the learners. Use of collaboration scripts is strongly evident. Grouping is evident.
Evaluation	The lesson plan does not include references to ways of observing the approach and progress in individual students and/or groups.	The lesson plan only includes vague references to ways of observing the approach and progress in individual students and/or groups. A systematic approach is lacking OR there is no match with the lesson objectives.	The teacher clearly describes an adequate way of observing the approach and progress in individual students and/or groups but adaptations should be made in view of adequateness. The lesson plan provides clear indications for informal and/or formal assessment of the group process	The teacher clearly describes an adequate and systematic way of observing the approach and progress in individual students and/or groups. The lesson plan provides clear indications for informal and/or formal assessment of the group process, in which both the teacher and students are involved.
