Module 1: Instructional Planning and Preparation
Teaching in the 21st Century

ANCHOR PROJECT RUBRIC

Criteria	Performance Levels		
	Excellent	**Satisfactory**	**Needs Revision**
Sequencing of Objectives	The objectives from the selected curriculum have been sequenced in a manner that is developmentally appropriate. The number of objectives listed for each lesson seem reasonable for the duration stated. Where the stated objective is too broad, appropriate objectives have been developed to delineate the content.	The objectives from the selected curriculum have been sequenced in a manner that is developmentally appropriate. The number of objectives listed for each lesson may not be reasonable for the duration stated. Where the stated objective is too broad, appropriate objectives have inconsistently been developed to delineate the content.	The objectives from the selected curriculum have not been sequenced in a manner that is developmentally appropriate. The number of objectives listed for each lesson seem too much for the duration stated. Where the stated objective is too broad, appropriate objectives have not been developed to delineate the content.
Critical Thinking	Opportunities for developing critical thinking skills are identified and a brief statement or phrase outlining the type of critical thinking to be assessed is given.	Opportunities for developing critical thinking skills are identified.	Opportunities for developing critical thinking skills are not identified.

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Communication	Opportunities for developing communication skills are identified and a brief statement or phrase outlining the type of communication to be assessed is given.	Opportunities for developing communication skills are identified.	Opportunities for developing communication skills are not identified.
Creativity	Opportunities for developing creativity are identified and a brief statement or phrase outlining the nature of the creative expression to be assessed is given.	Opportunities for developing creativity are identified.	Opportunities for developing creativity are not identified.
Collaboration	Opportunities for developing collaborative skills are identified and a brief statement or phrase outlining the nature of the collaboration to be assessed is given.	Opportunities for developing collaborative skills are identified.	Opportunities for developing collaborative skills are not identified.
Use of Digital Technology	The integration of digital technology is evident. Opportunities for both students and teachers to meaningfully use the technology as an *amplifier* or *reorganiser* is described.	The integration of digital technology is evident. Opportunities for students and teachers to use the technology as a *conveyor* is described.	The integration of digital technology is not evident.