

**Appendix B  
Rubric for Lesson Plans**

**Implementation of Technology**

Active (1)	Neutral (0)	Passive (-1)
Technology meaningfully integrated into lesson / activities. Lesson cannot be implemented without technology. Student acquisition of mathematics content is clearly connected to use of technology.	Technology integrated into lesson / activities, however, the lesson can be implemented as-is without technology. Technology use is connected to acquisition of mathematics content.	Technology not utilized in lesson or done so in a superficial fashion. Technology use is not tied to acquisition of mathematics content.

**Implementation of Inquiry Based Methods** (Adapted from Northwest Regional Educational Library (NWREL - [http://www.nwrel.org/msec/science\\_inq/answers.html](http://www.nwrel.org/msec/science_inq/answers.html)))

Student Initiated (1)	Guided Inquiry (0)	Structured Inquiry (-1)
Students generate their own questions from a topic selected by the teacher, and design their own investigation.	Students may assume responsibility for determining the procedure for the investigation, but the teacher chooses the question to be investigated.	Students engage in a hands-on activity and draw conclusions, but follow precise instructions from the teacher.

**Quality of Problem Solving**

Active (1)	Neutral (0)	Passive (-1)
Lesson provides students with opportunities to solve non-routine problems with more than one solution strategy and/or more than one correct answer. Solutions are not modeled by teacher prior to problem-posing.	Lesson provides students with opportunities to solve rich problems, however, teacher models solution strategies before posing problems (problems are converted into exercises by the teacher).	Lesson fails to provide students with opportunities to solve problems. Lesson is predominantly "exercise-based" rather than "problem-based."