



# LESSON PLAN ASSESSMENT

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

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

Role: Plan Developer / Teacher  
Implementer

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

Scale: 2-fully achieved/ 1-need some development/ 0-not defined		2	1	0
<b>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>	Use at least one of the constructive pedagogies, e.g.,problem-/project-/design-/inquiry-based learning)			
	Provide activities that require higher-order thinking (for example, creative, analytical, critical 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 STEAM learning activities and support students' learning process			
	Reorganize existing class materials for STEAM learning purpose or develop STEAM materials for this lesson plan			



	The learning process is organized, taking into account students' STEAM activities, their topics, and the required time (e.g., adapted classroom setup, timetable).			
	Constructive feedback /self-reflection			

**The table is filled in by Teacher/Implementer, not Developer**

<b>Professional and personal benefits</b>	Knowledge has been gained about new or alternative teaching methods			
	Knowledge in the subject area of study has been improved			
	Ideas have been gained for further work in implementing the STEAM approach in lessons.			
	I have strengthened or expanded my professional network or established new contacts with external collaboration partners.			
	The implementation of the plan has promoted collaboration with colleagues and interdisciplinary planning.			
		Constructive feedback /self-reflection		