**Madeline Hunter's Instructional Model Evaluation Scorecard**

**Madeline Hunter’s Instructional Model Evaluation Scorecard** provides columns for Madeline Hunter’s instructional elements with Harry Grover Tuttle’s additions, a zero to five rating scale, and a comments section.

**Instructions**: Rate how thoroughly you use the M. Hunter elements in your class. Use a scale from 0 to 5 (thoroughly do).

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| **M. Hunter Elements** | **Rate 0-5** | **Your Comments** |
| **Anticipatory Set/Hook Essential Question** (Do you tell the students why this is important? Learning for a state test does not count). |  |  |
| **Standard Objective Statement** (Do you tell the students what you expect them to be able to do at the end of the learning? ) |  |  |
| **Input** (What pre-requisite information do the students need to know to be successful? How do you provide it?) |  |  |
| **Modeling** (Do you show the students examples of the final product and the high level of quality that you expect?) |  |  |
| **Check for Understanding** (How do you know they can do it correctly before they proceed? If not, how do you monitor and adjust instruction?) |  |  |
| **Guided Practice** – Practice doing it right – Hear/See/Do (How do you scaffold the learning experiences so they can do it well with your support?) |  |  |
| **Independent Practice** (What activity do you provide for them to do it completely by themselves?) |  |  |
| **Closure** (How do you help the students to reinforce the major concepts, put the pieces of the lesson together into one comprehensive picture, and connect this learning to other learning concepts?) |  |  |
| **\*Celebrations** (How do you celebrate the students’ academic success?) |  |  |
| **\*End of Unit Evaluation** (How do you and the students evaluate the effectiveness of the unit?) |  |  |
| **Total Score out of 50** | **/50** |  |

\*H. Tuttle’s additions to the scorecard.