

Lesson Plan Rubric

Revised: 04/21/2004; 05/3/2004; 05/11/2004; 05/18/2004; 01/10/2005; 09/28/2005; 09/29/2006; 01/24/2007; 03/21/2007; 04/04/2007; 02/06/2008; 03/28/2008; 07/27/2009; 06/01/2011; 06/19/2012; 06/18/2013

Candidate's Name _____ Course Prefix/Number/Section _____

Lesson Topic _____ Grade _____ Lesson Taught ☐ Yes ☐ No

Semester: ☐ Fall ☐ Spring ☐ Summer Year: ☐ 2013 ☐ 2014 ☐ 2015

Directions: The statements on this form are characteristics and qualities that the Candidate is expected to demonstrate and which indicate the extent of his/her development at this point in the preparation sequence. **As you carefully consider each item, please place an X in the box ☒ next to the level of performance that the Candidate demonstrated. Please select only one option for each lesson plan component. In addition, the *Exemplary* rating should be reserved to highlight exceptional strengths (i.e., the Candidate performed at a level well beyond that expected of a novice teacher).**

1.1 Integration of Learning Outcomes

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
<input type="checkbox"/> The measurable, observable learning outcomes/objectives are linked to appropriate standards, used to develop meaningful experiences that facilitate learning for all students, and are well integrated into and consistently used throughout the lesson plan.	<input type="checkbox"/> The measurable, observable learning outcomes/objectives are linked to appropriate standards, used to develop meaningful experiences that facilitate learning for all students, and are consistently used in the lesson plan.	<input type="checkbox"/> The measurable, observable learning outcomes/objectives are linked to appropriate standards, used to develop meaningful experiences that facilitate learning for all students, and are frequently used in the lesson plan.	<input type="checkbox"/> The candidate needs to demonstrate the ability to develop measurable, observable learning outcomes/objectives, linked to appropriate standards, and used to develop meaningful experiences that facilitate learning for all students as evidenced in the lesson plan.

1.2 Standards

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
<input type="checkbox"/> Appropriate and reasonable standard(s) is/are consistently used and well integrated in the lesson plan.	<input type="checkbox"/> Appropriate and reasonable standard(s) is/are consistently used in the lesson plan.	<input type="checkbox"/> Appropriate and reasonable standard(s) is/are in the lesson plan.	<input type="checkbox"/> Needs appropriate and reasonable standard(s) in the lesson plan.

1.3 Anticipatory Set

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
<input type="checkbox"/> Anticipatory set is well integrated and exhibits all of the following characteristics: active and engaging, awareness of expectations (process and outcomes), and appropriate to students and content.	<input type="checkbox"/> Anticipatory set is well integrated and exhibits the following characteristics: awareness of expectations (process and outcomes) and appropriate to students and content.	<input type="checkbox"/> Anticipatory set exhibits the following characteristics: awareness of expectations (process and outcomes) and appropriate to students and content.	<input type="checkbox"/> Needs to incorporate an anticipatory set that includes the following characteristics: awareness of expectations (process and outcomes) and appropriate to students and content.

1.4 Procedures

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
<input type="checkbox"/> Procedures are well integrated and exhibit all of the following: steps are doable, sequential, developmentally appropriate, and lead to assessment; pacing is appropriate; and strategies are active, engaging, and motivating.	<input type="checkbox"/> Procedures exhibit all of the following: steps are doable, sequential, developmentally appropriate, and lead to assessment; pacing is appropriate; and strategies are active, engaging, and motivating.	<input type="checkbox"/> Procedures exhibit steps that are doable, sequential, developmentally appropriate, and lead to assessment.	<input type="checkbox"/> Needs to incorporate procedures that are doable, sequential, developmentally appropriate, and lead to assessment.

1.5 Differentiation

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
<input type="checkbox"/> Provides active, engaging, motivating, and well-paced instruction that meets the individual needs of all students while maintaining a community of learners within the classroom.	<input type="checkbox"/> Provides active, engaging, motivating, and well-paced instruction that meets the individual needs of all students.	<input type="checkbox"/> Addresses the individual needs of all students.	<input type="checkbox"/> Needs to demonstrate that the instruction addresses the individual needs of all the students.

1.6 Closure

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
<input type="checkbox"/> Closure is well integrated and exhibits all of the following characteristics: is active and engaging, facilitates student reflection, reinforces and consolidates major points of the lesson, and prepares students for subsequent learning.	<input type="checkbox"/> Closure is well integrated and exhibits the following characteristics: facilitates student reflection, reinforces and consolidates major points of the lesson, and prepares students for subsequent learning.	<input type="checkbox"/> Closure exhibits the following characteristics: facilitates student reflection and reinforces and consolidates major points of the lesson.	<input type="checkbox"/> Needs to exhibit closure that facilitates student reflection, and reinforces and consolidates major points of the lesson.

1.7 Formative/ Summative Assessment of Students (P-12)

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
<input type="checkbox"/> Assessments are well integrated and exhibit all of the following characteristics: are active and engaging, occur multiple times in the lesson, utilize different assessment strategies, and are tied to relevant learning outcomes.	<input type="checkbox"/> Assessments are well integrated and exhibit the following characteristics: occur multiple times in the lesson, utilize different assessment strategies, and are tied to relevant learning outcomes.	<input type="checkbox"/> Assessments exhibit the following characteristics: occur multiple times in the lesson and are linked to relevant learning outcomes.	<input type="checkbox"/> Needs to exhibit that assessments occur multiple times in the lesson and are linked to relevant learning outcomes.

1.8 Materials/ Equipment

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
<input type="checkbox"/> Materials are well integrated and exhibit all of the following characteristics: authenticity, appropriateness, comprehensiveness, and safety.	<input type="checkbox"/> Materials are well integrated and exhibit the following characteristics: appropriateness and safety.	<input type="checkbox"/> Materials are appropriate and safe.	<input type="checkbox"/> Materials need to be appropriate and safe.

1.9 Technology (PLEASE CHECK *NOT APPLICABLE* [NA] IF TECHNOLOGY WAS NOT APPLICABLE FOR THIS LESSON: ☐ NA)

Technology is defined as *using tools to enhance teaching and learning (e.g., audiovisual aids, multimedia, computers, digital equipment, assistive technology).*

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
<input type="checkbox"/> Candidate and students use technology that is active and engaging, and promotes knowledge and skills complementary to the lesson.	<input type="checkbox"/> Candidate uses technology that is active and engaging, and promotes knowledge and skills complementary to the lesson.	<input type="checkbox"/> Candidate uses technology that promotes knowledge and skills complementary to the lesson.	<input type="checkbox"/> Candidate needs to use technology that promotes knowledge and skills complementary to the lesson.

2.1 Reflection on Planning

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
<input type="checkbox"/> Candidate demonstrates insight into his/her content and pedagogical knowledge and includes goal setting for continuous learning.	<input type="checkbox"/> Candidate demonstrates insight into his/her content and pedagogical knowledge and is aware of the need for continuous learning.	<input type="checkbox"/> Candidate refers to his/her content and pedagogical knowledge.	<input type="checkbox"/> Candidate needs to refer to his/her content and pedagogical knowledge.

2.2 Reflection on Instruction (PLEASE CHECK *NOT APPLICABLE* [NA] IF LESSON WAS NOT TAUGHT: ☐ NA)

Exemplary (3 pts)	Sound/Solid (2 pts)	Acceptable (1 pt)	Emerging/Needs Development (0 pts)
<input type="checkbox"/> Reflection demonstrates insight into individual and group accomplishments via: data-driven decision making and planning, formative/summative assessments, attainment of learning outcomes, and analysis of the lesson's strengths and weaknesses.	<input type="checkbox"/> Reflection demonstrates: data-driven decision making and planning, formative/summative assessments, attainment of learning outcomes, and analysis of the lesson's strengths and weaknesses.	<input type="checkbox"/> Reflection demonstrates: data-driven decision making and planning, formative/summative assessments, and attainment of learning outcomes.	<input type="checkbox"/> Reflection needs to demonstrate: data-driven decision making and planning, formative/summative assessments, and attainment of learning outcomes.

Instructor _____

Evaluation Date _____