

Lesson Plan Rubric

Elements	Proficient (Level 2)	Developing (Level 1)	Unacceptable (Level 0)
I. Initial Planning			
1. Brief description of classroom context and students' characteristics including IEP accommodations and language fluency	Candidate provides complete description of classroom including resources available for use, characteristics of the class and community, culture and experiences of the students and descriptions of accommodations necessary for gifted, special needs or ESL students. (Completed only once for a set of lesson plans.)	Candidate provides basic information about the classroom, resources, characteristics of the class, culture and experience and accommodations to be provided.	No description given for one or more of the following: classroom and resources, characteristics of the class, culture and experience or accommodations.
2. Identification of specific learning objective(s) and standards addressed	Candidate develops objectives based on student data. Objectives are measurable with precise outcomes at a mastery level which matches developmental stage of students. They are aligned with required standards.	Objective(s) clearly stated and provides purpose. Standards alignment is correct. One element may be missing, unclear or inappropriate.	More than one element is missing, unclear or inappropriate. Objective(s) are stated as activities rather than learning outcomes.
3. Identification of what students must know prior to this lesson (prerequisites) that the teacher candidate will build upon	Prerequisite skills and concepts are clearly articulated, sufficient and correct for the stated lesson objective. Evidence of formal or informal pre-assessment is present.	Most prerequisite skills and concepts are clearly articulated but some important skills may have been missed. Describes what students should know based on prior whole group experience.	Prerequisite skills and concepts not clearly identified and/or incorrect for the lesson objective.
II. Lesson Introduction			
4. Focus, review or engagement activity	Background knowledge and skills key to student success in this lesson checked to gauge readiness for the lesson. Clear connections made to prior learning or knowledge. If completely new instruction, focus or engagement activity has the potential to stimulate interest, motivate students and/or identify misconceptions.	Individual students checked for pre-skills. Limited questions used to gauge readiness or prior knowledge. The focus activity somewhat sets the stage for attending to the lesson.	States pre-skills rather than using questions to gauge readiness. Misses opportunity to motivate students, provide necessary experience and help them make connections
5. Statement of objective and essential questions	Connections made between earlier learning and prior lessons. Relevance is established for the student. If an inquiry lesson, observations for teacher to make are clearly stated. If an instructional lesson, new skill, concept or purpose is clearly stated for the student in behavioral terms and is specific for performance.	In an instructional lesson, objective is briefly stated and provides clear purpose. In an inquiry lesson, concept to be developed is clearly stated in plan and what candidate expects students to do is given. Limited performance expectations given.	Objective is unclear with no specific performance set for what students will do or know how to do. Students are not given an idea of what candidate will look for in his or her performance.

**III. Lesson Development
(pattern may differ between inquiry and instructional lessons)**

6. Content development	Content and skills are selected based on assessment data and curriculum and are presented in a sequential manner which facilitates student learning. A broad range of examples and non-examples are planned as necessary. Vocabulary is appropriate to learners. All content planned is current and correct.	Content and skills are sequential but lack basis on assessment data. Some attention to examples and vocabulary planned for use during the lesson. Content contains one or more minor errors.	Content and skills lack sequential presentation. No planned examples. Lesson focuses more on an activity than on development of content or skills—or in an inquiry lesson exploration is not followed by appropriate explanation. Content planned contains one or more major errors.
7. Methods, strategies and resources used	Methods and strategies are appropriate for the instructional objective, are research-based and there is a good instructional match to the students and the skills being taught. Resources and technology included in the plan are essential and make a significant contribution to student understanding. In an instructional lesson, modeling of new learning and application of the learning is a key part of the instructional presentation. In an inquiry lesson, explanation is grounded on exploration.	Most methods and strategies are appropriate and marginally match student needs. Resources and technology are appropriate. Limited use of modeling in instructional lessons. Limited connection between exploration and explanation in inquiry lessons.	Methods and strategies to be used in this lesson are unclear or inappropriate for the content or stated student needs. Resources and technology are either ineffective or inappropriate for the objective or the student. Lesson fails to include modeling or exploration/explanation connection.
8. Structure and sequence of the lesson	Sequence and organization of the lesson is effective, logical and structured to increase student understanding. Lesson sequence allows for student questions, practice and success during each important segment. In an inquiry lesson there are cycles of exploration, explanation and extension.	Lesson sequence is clear and time is allowed for student questions and practice. Segments may be missing or misplaced in the lesson.	Lesson focuses on how to complete an activity rather than on developing student understanding of content and/or skills.
9. Instructional decision making	Frequent checks of student understanding are planned to guide instruction. Teaching options indicated in plans as to how lesson might be modified based upon student performance.	Lesson segmented to allow for student understanding to be checked. No options included for lesson modification if needed.	Plans do not indicate how and when student understanding will be checked.
10. Differentiation	Candidate plans for 3 levels of diverse student needs and indicates how student needs will be accommodated (varying levels of instructional intensity, scaffolding, rate of completion, peer support, output, grouping patterns, time allocation, and/or skill level). Accommodations are indicated in the plans for students who have IEP's or speak English as a Second Language.	One or two strategies that allow for additional support or early acquisition of the skills are planned to address student needs.	Strategy for student support is unrealistic to classroom context or no differentiation is planned for the lesson.

IV. Lesson Implementation; Classroom Management

11. Guided Practice and/or Explanation	Candidate plans how to lead the students through the steps needed to perform the skill or understand the concept using a tri-modal approach—hear/say/do and to allow all students to respond and receive feedback on success with the learning objective throughout the lesson. Practice is scaffolded with the gradual removal of support . Sufficient number of tasks necessary for extended practice are present. All students will have the opportunity to respond. All examples are correct.	Candidate presents a plan for leading students through the steps necessary to perform the skill or understand the concept. Some steps may be missing or an insufficient number of tasks prepared. Scaffolding may be limited or not indicated. Plan for student response may be missing. One example is incorrect or inappropriate.	Candidate does not present a plan for leading students through the steps necessary to perform the skill or understand the concept. And/or Practice is not provided and/or there is more than one content error.
12. Independent Practice and/or Exploration and Extension	Instructions are clear. Tasks ensure that individual students are knowledgeable or have the skills needed for independent success at an objective level for this lesson. Candidate anticipates student questions.	Instructions present, but may lack clarity. Product or activity may not be at the level of the objective, but is related.	Plan does not include instructions students will be given. Product or activity does not relate to the stated objective.
13. Closure	Provisions are made for key points/critical attributes of the lesson to be summarized and reviewed using student responses, if appropriate.	Some key points indicated for summary/review, but not all critical attributes key to understanding are included.	Does not relate to key points of the lesson and/or relates to classroom procedures only.
14. Classroom management	Candidate plans for transitions in lesson: changes in group size, membership and roles in groups, movement of students, obtaining or returning materials.	Candidate plans include most anticipated transitions, though one obvious potential trouble spot is missed.	Plan does not specify most needed management procedures.

V. Assessment

15. Assessment Strategy	Candidate effectively proposes strategy for determining individual levels of mastery of lesson objective. Plan includes both formative assessment (checking for understanding) during the lesson and a summative evaluation (perhaps as a part of a later test or project). Task matches the conditions set in the objective. Results can be compared to the criteria set for the lesson objective.	Strategy includes both formative and summative assessment. It may gauge group learning but may not give individual levels of mastery or directly match the conditions or behaviors of the objective.	Assessment strategy does not match the objective.
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VI. Lesson Reflection			
16. Reflection—To be completed only when lesson is implemented with students	Success of lesson judged on student outcomes. Explores multiple hypotheses for why some children do not meet objectives. Key factors which lead to success or lack of success are identified. Ideas are provided for redesigning objectives, instruction and assessment as well as how changes would improve student learning.	Partially identifies key factors related to success or failure of the lesson and/or student outcomes. Recommendations for future lessons not clearly related to outcomes.	Fails to identify key factors related to success or failure of the lesson and/or student outcomes. Recommendations for future lessons missing or vague.
VII. Student Writing and Conventions			
17. Mechanics, grammar, and usage	No mechanics, grammar, or usage errors found in the lesson plan. Word processor used.	No more than four mechanics, grammar, and/or usage errors found. Word processor used.	Contains five or more mechanics, grammar, and/or usage errors in lesson plan and/or word processor not used.
18. Follows directions regarding approval, numbering, and citations	All directions followed. Cooperating Teacher initialed lesson plan, objectives numbered correctly, and all materials cited.	Most directions followed. Errors in one of the proficient areas.	Directions not followed. Two or more of the proficient areas missing or improperly completed.

This form modified from the University of North Carolina at Charlotte's COED *Common Work Sample—Instructional Lesson Plan Rubric*, Version 1, updated 2/10/2005. Retrieved from http://education.uncc.edu/mdsk/MDSK-Forms_and_Requirements.htm