**Lesson Plan Rubric**

Teacher candidates may use their discretion when deciding upon a lesson plan format, but the elements in the rubric below must be included in whichever format is selected.

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| **Element** | **Distinguished (4)** | **Proficient (3)** | **Developing (2)** | **Unacceptable (1)** |
| **Objectives** | Objectives are specific, measurable, and matched to each learners’ prior knowledge and abilities (e.g., ESL, cultural, cognitive, affective needs). | Objectives are specific, measurable, and matched to learners’ prior knowledge and/or abilities. | Objectives are listed, but some are vague, unclear, inappropriate given content, or difficult to measure. | Objectives are missing entirely, the outcome of this lesson is vague or unclear. |
| **Standards**  **Addressed** | Plan makes a clear reference to district and national standards/learning outcomes. | Clear and appropriate reference to a standard or learning expectation. | Reference to a standard, but learning expectation is vague/ not entirely clear. | There is no apparent reference to a standard or learning expectation. |
| **Materials**  **Needed** | Materials are creative, differentiated, and accessible; list is complete and for the objectives and number of learners present. Technology has been previously determined. | Materials list is complete/ adequate for a substitute teacher, technology and web links have been identified. | A partial list exists, but details are vague or unclear. There is not enough detail for a substitute teacher to gather materials for this lesson. | Materials list is missing entirely. Little thought put into what is needed for the success of this lesson. |
| **Lesson**  **Introduction** | Introduction is appropriate for the objectives of the lesson, congruent with how individuals learn, and prepares for future learning. | Introduction is appropriate for the objectives of the lesson, and is congruent with how learners learn. | Introduction is present, but it’s vague/unclear, or inappropriate given lesson content. | Introduction is missing. Learners will likely be unprepared for the lesson ahead. |
| **Lesson**  **Procedures** | Procedures are detailed, presented clearly, and the lesson consistently meets the diverse needs of learners (cognitive, affective, behavioral, cultural…). | Procedures are clear, and the lesson has a strong likelihood of promoting meaningful learning. | Procedures are vague or incongruent with how learners learn, or mismatched to objective(s). | Procedures are not listed. Plan lacks clarity as to how lesson is to unfold, so learners will be successful. |
| **Differentiation** | Plan differentiates for the full range of cognitive, affective, behavioral needs, grouping is based on student interests/ needs, and choices for tasks are presented to all learners. | Plan includes modifications for most learners, grouping for success is considered, and some affective, behavioral needs are noted. | Differentiation is embedded in plan. *Some* learners are challenged and engaged. | Plan assumes all learners achieve at the same rate/level and process information in the same way. |
| **Closure** | Plan contains a section carefully and thoroughly summarizing the lesson, relates content to prior learning (either teacher-led or student-led). | Plan includes an adequate provision for lesson summary. Clarity and/or thoroughness is provided. | A plan for closure/lesson summary is listed, but clarity and/or thoroughness could be enhanced. | A plan for closure/lesson summary is absent. |
| **Learner Evaluation/**  **Assessment** | Multiple provisions/ procedures are listed that assess *all learners* throughout lesson. Informal and formal assessment strategies are used to drive instruction. | A provision/procedure to assess learner outcome is listed that measures which *individuals* have met the criterion stated in lesson objective(s) and identifies learners still struggling. | A provision/procedure to assess learner outcome is listed, but it indicates *group learning*. It does not adequately measure the needs of *individual* learners. | A provision/ procedure for measuring if learners have met the above stated objective(s) is missing, or does not match the objective(s). |

**Lesson Plan Template**

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| **Element** | **Written Observation of Each Element Observed** |
| **Objectives** |  |
| **Standards Addressed** |  |
| **Materials Needed** |  |
| **Lesson Introduction** |  |
| **Lesson Procedures** | **Planned Opening:**  **Presentation of Academic Context(I do) :**  **Guided Practice (We do):**  **Independent Practice (You do):** |
| **Differentiation** |  |
| **Closure** |  |
| **Student Evaluation/**  **Assessment** |  |