

Lesson Plan Rubric

*Expected performance levels are checked.

Name: _____ UMID# _____

Grade: _____ Subject: _____ Term: _____

Course Instructor _____

I. PLANNING AND PREPARATION

1. Selects developmentally appropriate objectives for lessons based on state frameworks and best practices. (1, 7)

Unacceptable (0)	✓ Emerging (1)	Acceptable (2)
Objectives based on state frameworks and best practices are not present OR are not stated as performance outcomes and/or inappropriate for student learning.	Objectives based on state frameworks and best practices are stated as performance outcomes and are appropriate for student learning.	Objectives, based on state frameworks and best practices, are stated as performance outcomes and are planned for different instructional levels and individual needs (DOK Levels, Bloom's, Understanding by Design, etc.).

2. Plans appropriate teaching procedures. (2,4,7)

Unacceptable (0)	✓ Emerging (1)	Acceptable (2)
No procedures are included or procedures are not referenced to objectives	Procedures are referenced to objectives and are appropriate for student	Procedures are sequential, clearly referenced to objectives, and appropriate for students

3. Selects a variety of appropriate materials and technology for lessons. (1, 2, 6, 7)

Unacceptable (0)	✓ Emerging (1)	Acceptable (2)
Materials and technology are not specified OR are limited to textbooks and worksheets.	Materials and technology other than textbooks and worksheets are specified and related to procedures.	Various types of materials and technology are appropriately integrated and are used effectively to enhance lessons.

4. Prepares appropriate assessment procedures and materials to evaluate learner progress. (7, 8)

Unacceptable (0)	✓ Emerging (1)	Acceptable (2)
Assessment procedures and materials are not specified in the plans OR are inappropriate for students OR are not matched to objectives.	Assessment procedures and materials in plans are related to objectives and appropriate for students.	Multiple assessment procedures and materials are included in plans where needed and assessments directly correlate to objectives and are appropriate for students.

5. Uses assessment information (ex. – pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiated learning experiences that accommodate differences in developmental and/or educational needs.

(2, 3, 4, 7)

Unacceptable (0)	✓ Emerging (1)	Acceptable (2)
Does not use assessment information to plan instruction accommodating differences in developmental and/or educational needs of students.	Uses assessment information to plan instruction accommodating differences in developmental and/or educational needs of some students.	Uses assessment information to plan instruction accommodating differences in developmental and/or educational needs of most students.

6. Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful. (1, 2, 3, 5, 7)

Unacceptable (0)	✓ Emerging (1)	Acceptable (2)
Does not use knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instruction relevant and meaningful.	Demonstrates some understanding of students' background, interests, experiences, and prior knowledge, but does not effectively use the information in developing learning experiences that are relevant and meaningful.	Demonstrates understanding of students' background, interests, experiences, and prior knowledge and effectively uses this knowledge in developing learning experiences that are relevant and meaningful.

9. Uses a variety of strategies to introduce and close lessons. (1, 6)

Unacceptable (0)	Emerging (1)	✓ Acceptable (2)
No introductions and/or closures to lessons.	Inconsistently or inappropriately uses introductions and/or closures to lessons.	Consistently and appropriately uses a variety of strategies to introduce and close lessons. Strategies to introduce lessons motivate students and closures accurately summarize the lessons.

II. COMMUNICATION AND INTERACTION

10. Uses acceptable written, oral, and nonverbal communication. (6)

Unacceptable (0)	Emerging (1)	✓ Acceptable (2)
Does not use standard written, oral, and non-verbal communication.	Uses standard written, oral, and nonverbal communication with multiple errors.	Uses acceptable written, oral, and nonverbal communication with minimal errors.

Comments: