

LESSON PLAN RUBRIC

Criteria	Exceeds Expectations A	Meets Expectations B	Needs Improvement C	Inadequate D-F
Learning Objective of Lesson	Lesson objective is well-thought out, clearly stated, using sophisticated vocabulary.	Lesson objective is clearly stated with varied vocabulary.	Lesson objective is simple in thought and vocabulary.	Lesson objective is poorly stated or not on plan.
Student Learning Objectives	Objectives are creative and apply multiple levels of complexity, per Bloom's Taxonomy.	Objectives use measurable verbs with multiple levels of complexity, per Bloom's Taxonomy.	Objectives use verbs that are measurable but are limited to the least complex levels, per Bloom's Taxonomy.	Objectives use verbs such as "understand" "learn" and "know" rather than specific verbs that are measurable.
Essential Questions	Questions are well thought out, reflective and appropriate with varied vocabulary allowing students to understand question, age appropriate.	Questions are appropriate with varied vocabulary allowing students to understand question, age appropriate.	Questions use simple vocabulary which may or may not allow students to understand question, possibly age appropriate.	Questions are no included in lesson or do not flow with the lesson, or make sense.
Materials	A complete materials list is included and recognizes the age appropriate development of the students	Materials are present with supporting explanation of what is to be accomplished within the time frame	Materials are present with little indication as to what or why they are needed.	Materials are either missing or inappropriate for the lesson with no comments as to the need of the materials.

<p><i>Learning Activities in Sequential Order (Lesson Content, Instructional Methods)</i></p>	<p>Opening activities are highly interactive, getting the students to build on their prior experiences and knowledge. Lesson presentation is very creative and organized in such a way that it challenges the students to probe the content more deeply. Teaching methods are differentiated and interactive between students.</p>	<p>Opening activities engage students in reflective thinking about their prior knowledge. Content presentation is organized and progresses from simple to complex levels of understanding. Teaching methods are interactive and reflect reciprocity between students and teacher.</p>	<p>Opening activities build on students' prior knowledge and interests but the activities are unstructured. Content presentation is somewhat confusing because there is not a clear progression from simple to complex levels of understanding. Teaching methods are interactive but exclusively teacher directed.</p>	<p>Opening activities do not address students' prior knowledge or interests. Content presentation is teacher-centered and limited to factual recall rather than in-depth processing of information. Teaching methods are limited to one learning style and exclusively teacher directed.</p>
<p><i>Assessment (In-Class Practice, Out of Class Practice)</i></p>	<p>Assessment strategies are varied and authentic, requiring the students to critically think about the content/activity/objectives/outcomes. Enrichment (out of class) activities have been included in the plan.</p>	<p>Assessment strategies use multiple formats and show a strong relationship to the content/activity/objectives/outcomes. Enrichment (out of class) activities have been included in the plan.</p>	<p>Assessment strategies use more than one format and are clearly related to the content/activity/objectives/outcomes. No enrichment (out of class) activities have been included in the plan.</p>	<p>Assessment strategies are limited to factual recall and a single format, may or may not be related to the content/activity/objectives/outcomes. Student enrichment is not included.</p>
<p><i>Reflection</i></p>	<p>Reflection is in-depth with specific suggestions for creative variations on the lesson in order to make it better.</p>	<p>Reflection is insightful and includes specific suggestions for improvement.</p>	<p>Reflection is insightful but shows some confusion about the lesson and content.</p>	<p>Reflection rambles and shows little awareness of the need to improve.</p>

Overall Effectiveness of Lesson Plan	Addresses all components of lesson, detailed, lesson is creative, neat, free of grammatical errors, no spelling mistakes, shows attention to detail, obvious effort. Professional product.	Addresses all components of lesson, creative, neat, few grammatical, spelling errors, effort evident. Professional product.	Addresses most of the components of the lesson, many grammatical, spelling errors, hard or clumsy when following plan, needs more effort.	Missing components of lesson plan, many grammatical, spelling errors, cannot or trouble following plan, needs attention.
	A- ____pts Exceeds Expectations	B- ____pts Meets Expectations	C- ____pts Needs Improvement	D- F ____pts Inadequate

DV 10/19