

LESSON PLAN RUBRIC

	Beginning	Developing	Secure	Exceptional
<p><u>Target Grade/Subject</u></p> <p>Identify the target grade and the target ability level.</p>	The grade and ability level are missing and/or, the appropriateness of the lesson for this group is not convincing		The grade and ability levels are identified and the appropriateness for this group is obvious.	The grade and ability levels are identified and the appropriateness for this group is obvious. Includes differentiated learning
<p><u>Purpose/Objectives/Outcomes</u></p> <p>Describe the behavior that the students will perform, the conditions under which it will be performed, and the criteria for assessing mastery.</p>	Behavior, criteria, and/or conditions are unclear, inappropriate and/or missing	Behavior, criteria, and conditions are appropriate but ambiguous and/or too “wordy.”	Behavior, criteria, and conditions are well stated and domains are addressed.	Behavior, criteria, and conditions are clearly and concisely written. All relevant domains are addressed.
<p><u>Curricular Expectations/Standards</u></p> <p>Lists district curriculum expectations or state/national standards being addressed.</p>	Expectations not addressed or connected to the lesson	Expectations/standards partially met. Makes connections to lesson with uneven results.	Expectations/standards mostly connected to the lesson.	Clear connection between curriculum expectation/standard and lesson.
<p><u>Material/Resource/Technology</u></p> <p>Include all materials (and explanation if necessary) that are needed for lesson.</p>	All materials are not included or are sloppily organized.	All materials are included but use of materials is unclear. Management of material not described.	Materials provided and explained. All three areas are addressed. Management of materials described.	Materials provided, organized well, and easily accessible. Explained clearly.
<p><u>Planning for Diverse Learners</u></p> <p>Include accommodations made for the diverse learner, developmentally appropriateness, and motivations for students</p>	No indication of accommodations. Does not display knowledge of learning needs.	Some accommodation is evident. Shows some knowledge of individual needs.	Accommodations are evident. Consistent choices made to address individual needs.	Accommodation clearly present for groups and individuals. Lesson developmentally appropriate.
<p><u>Instructional Strategies & Student Activities</u></p> <p>Describe how the lesson will work. Describe the lesson so that another teacher could understand it and implement it without your presence.</p>	Procedures are unclear and difficult to follow and brief.	Procedures are clear but wordy and repetitive or too brief. Described minimally, does not provide clear picture of the development of the lesson.	Procedures are clear and concise and is clearly understandable for a third party.	Procedures are exceptionally clear to enable a third party to clearly teach. Description includes content development, transitions and closure.
<p><u>Student Assessment</u></p> <p>Describe the assessment measure for determining whether the lesson’s objective(s) were met.</p>	The behavior assessed is inconsistent with the behavior described in the objective and the description of the lesson.	The behavior assessed resembles the behavior described in the objective and description of the lesson.	The behavior assessed matches the behavior described in the objective and the description of the lesson. Criteria for success stated	The behavior assessed exactly matches the behavior described in the objective and the description of the lesson. Assessment consistent with showing evidence of student learning.