


Lesson Plan Rubric

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	Unsatisfactory	Basic	Proficient	Distinguished	Score/Level
1a-1. Knowledge of content and the structure of the discipline	In planning and practice, candidate makes content errors or does not correct errors made by P-12 students.	Candidate is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	Candidate displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Candidate displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.	
1a-2. Knowledge of prerequisite relationships (What do the P-12 students already know and are able to do?)	Candidate's plans and practice display little understanding of prerequisite relationships important to P-12 student learning of the content.	Candidate's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Candidate's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Candidate's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by P-12 students to ensure understanding.	
1b-1. Knowledge of child and adolescent development	Candidate displays little or no knowledge of the developmental characteristics of the age group.	Candidate displays partial knowledge of the developmental characteristics of the age group.	Candidate displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, Candidate displays knowledge of the extent to which individual P-12 students follow the general patterns.	
1b-4. Knowledge of P-12 students'	Candidate displays little or no knowledge of P-12	Candidate recognizes the value of	Candidate recognizes the value of understanding	Candidate recognizes the value of	

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interests and cultural heritage	students' interests or cultural heritage and does not indicate that such knowledge is valuable.	understanding P-12 students' interests and cultural heritage but displays this knowledge only for the class as a whole.	P-12 students' interests and cultural heritage and displays this knowledge for groups of P-12 students.	understanding P-12 students' interests and cultural heritage and displays this knowledge for individual P-12 students.	
1b-5. Knowledge of P-12 students' special needs	Candidate displays little or no understanding of P-12 students' special learning or medical needs or why such knowledge is important.	Candidate displays awareness of the importance of knowing P-12 students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Candidate is aware of P-12 students' special learning and medical needs.	Candidate possesses information about each P-12 student's learning and medical needs, collecting such information from a variety of sources.	
1c-1. Value, sequence, and alignment	Objectives represent low expectations for P-12 students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Objectives represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most objectives represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All objectives represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.	
1c-2. Clarity	Objectives are either not clear or are stated as activities, not as P-12 student learning. Objectives do not permit viable methods of assessment.	Objectives are only moderately clear or consist of a combination of objectives and activities. Some objectives do not permit viable methods of assessment.	All the instructional objectives are clear, written in the form of P-12 student learning. Most suggest viable methods of assessment.	All the objectives are clear, written in the form of P-12 student learning, and permit viable methods of assessment.	
1c-4. Suitability for diverse learners	Objectives are not suitable for the class or are not based on any assessment of P-12 student needs.	Most of the objectives are suitable for most of the P-12 students in the class based on global (rather than individual student) assessments of	Most of the objectives are suitable for all P-12 students in the class and are based on evidence of P-12 student proficiency. However, the needs of	Objectives are based on a comprehensive assessment of P-12 student learning and take into account the varying needs of	

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		P-12 student learning.	some individual P-12 students may not be accommodated (noting that those legally required must be accommodated).	individual P-12 students or groups.	
1e-1. Learning activities	Learning activities (including those that are technology-based) are not suitable to P-12 students or to instructional objectives and are not designed to engage P-12 students in active intellectual activity.	Only some of the learning activities (including those that are technology-based) are suitable to P-12 students or to the instructional objectives. Some represent a moderate cognitive challenge, but with no differentiation for different P-12 students.	All of the learning activities (including those that are technology-based) are suitable to P-12 students or to the instructional objectives, and most represent significant cognitive challenge, with some differentiation for different groups of P-12 students.	Learning activities (including those that are technology-based) are highly suitable to diverse learners and support the instructional objectives. They are all designed to engage P-12 students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.	
1e-2. Instructional materials and resources	Materials and resources (including technology) are not suitable for P-12 students and do not support the instructional objectives or engage P-12 students in meaningful learning.	Some of the materials and resources (including technology) are suitable to P-12 students, support the instructional objectives, and engage P-12 students in meaningful learning.	All of the materials and resources (including technology) are suitable to P-12 students, support the instructional objectives, and are designed to engage P-12 students in meaningful learning.	All of the materials and resources (including technology) are suitable to P-12 students, support the instructional objectives, and are designed to engage P-12 students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.	
1e-4. Lesson and unit structure	The lesson or unit has no clearly defined structure, or the structure is chaotic (is not uniform). Activities	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs	

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	do not follow an organized progression, and time allocations are unrealistic.	Progression of activities is uneven, with most time allocations reasonable.	is even, with reasonable time allocations.	The progression of activities is highly coherent	
1f-1. Post assessment congruence with instructional objectives	Assessment procedures are not congruent with instructional objectives.	Some of the instructional objectives are assessed through the proposed approach, but many are not.	All the instructional objectives are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of P-12 students.	Proposed approach to assessment is fully aligned with the instructional objectives in both content and process. Assessment methodologies have been adapted for individual P-12 students, as needed.	
1f-2. Criteria and standards	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the P-12 students contributed to their development.	
1f-3. Design of formative assessments	Candidate has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional objectives.	Candidate has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes P-12 student as well as Candidate use of the assessment information.	

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2a-1. Candidate interaction with P-12 students	Candidate interaction with at least some P-12 students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the P-12 students. P-12 students exhibit disrespect for the Candidate.	Candidate-P-12 student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for P-12 students' cultures. P-12 students exhibit only minimal respect for the Candidate.	Candidate-P-12 student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the P-12 students. P-12 students exhibit respect for the Candidate.	Candidate interactions with P-12 students reflect genuine respect and caring for individuals as well as groups of P-12 students. P-12 students appear to trust the Candidate with sensitive information.	
2b-1. Importance of the content	Candidate or P-12 students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the P-12 students.	Candidate conveys genuine enthusiasm for the content, and P-12 students demonstrate consistent commitment to its value.	Candidate displays genuine enthusiasm, and P-12 students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.	
2b-2. Expectations for learning and achievement	Instructional objectives, activities and assignments, and classroom interactions convey low expectations for at least some P-12 students.	Instructional objectives, activities and assignments, and classroom interactions convey only modest expectations for P-12 student learning and achievement.	Instructional objectives, activities and assignments, and classroom interactions convey high expectations for most P-12 students.	Instructional objectives, activities and assignments, and classroom interactions convey high expectations for all P-12 students. P-12 students appear to have internalized these expectations.	

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2c-1. Management of instructional groups	P-12 students not working with the Candidate are not productively engaged in learning.	P-12 students in only some groups are productively engaged in learning while unsupervised by the Candidate.	Small-group work is well organized, and most P-12 students are productively engaged in learning while unsupervised by the Candidate.	Small-group work is well organized, and P-12 students are productively engaged at all times, with P-12 students assuming responsibility for productivity.	
2c-2. Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with P-12 students assuming responsibility in ensuring their efficient operation.	
2c-3. Management of materials and supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with P-12 students assuming some responsibility for smooth operation.	
2d-1. Expectations	No standards of conduct appear to have been established, or P-12 students are confused as to what the standards are.	Standards of conduct appear to have been established, and most P-12 students seem to understand them.	Standards of conduct are clear to all P-12 students.	Standards of conduct are clear to all P-12 students and appear to have been developed with student participation.	
2d-2. Monitoring of P-12 student behavior	P-12 student behavior is not monitored, and Candidate is unaware of what the P-12 students are doing.	Candidate is generally aware of P-12 student behavior but may miss the activities of some P-12 students.	Candidate is alert to P-12 student behavior at all times.	Monitoring by Candidate is subtle and preventive. P-12 students monitor their own and their peers' behavior, correcting one another respectfully.	
2d-3. Response to P-12 student misbehavior	Candidate does not respond to misbehavior, or the response is	Candidate attempts to respond to P-12 student misbehavior but with	Candidate response to misbehavior is appropriate and	Candidate response to misbehavior is highly effective and sensitive	

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<p>inconsistent, is overly repressive, or does not respect the P-12 student's dignity.</p>	<p>uneven results, or there are no major infractions of the rules.</p>	<p>successful and respects the P-12 student's dignity, or P-12 student behavior is generally appropriate.</p>	<p>to P-12 students' individual needs, or P-12 student behavior is entirely appropriate.</p>	

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3a-1. Expectations for learning	Candidate's purpose in a lesson or unit is unclear to P-12 students.	Candidate attempts to explain the instructional purpose, with limited success.	Candidate's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Candidate makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.	
3a-2. Directions and procedures	Candidate's directions and procedures are confusing to P-12 students.	Candidate's directions and procedures are clarified after initial P-12 student confusion.	Candidate's directions and procedures are clear to P-12 students.	Candidate's directions and procedures are clear to P-12 students and anticipate possible P-12 student misunderstanding.	
3a-3. Explanations of content	Candidate's explanation of the content is unclear or confusing or uses inappropriate language.	Candidate's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Candidate's explanation of content is appropriate and connects with P-12 students' knowledge and experience.	Candidate's explanation of content is imaginative and connects with P-12 students' knowledge and experience. P-12 students contribute to explaining concepts to their peers.	
3a-4. Use of oral and written language	Candidate's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving P-12 students confused.	Candidate's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the P-12 students' ages or backgrounds.	Candidate's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the P-12 students' ages and interests.	Candidate's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Candidate finds opportunities to extend P-12 students' vocabularies.	

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3b-1. Quality of questions	Candidate's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Candidate's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the Candidate's questions are of high quality. Adequate time is provided for P-12 students to respond.	Candidate's questions are of uniformly high quality, with adequate time for P-12 students to respond. P-12 students formulate many questions.	
3b-2. Discussion techniques	Interaction between Candidate and P-12 students is predominantly recitation style, with the Candidate mediating all questions and answers.	Candidate makes some attempt to engage P-12 students in genuine discussion rather than recitation, with uneven results.	Candidate creates a genuine discussion among P-12 students, stepping aside when appropriate.	P-12 students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.	
3b-3. P-12 student participation	A few P-12 students dominate the discussion.	Candidate attempts to engage all P-12 students in the discussion, but with only limited success.	Candidate successfully engages all P-12 students in the discussion.	P-12 students themselves ensure that all voices are heard in the discussion.	
3c-2. Grouping of P-12 students	Instructional groups are inappropriate to the P-12 students or to the instructional objectives.	Instructional groups are only partially appropriate to the P-12 students or only moderately successful in advancing the instructional objectives of the lesson.	Instructional groups are productive and fully appropriate to the P-12 students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the P-12 students or to the instructional purposes of the lesson. P-12 students take the initiative to influence the formation or adjustment of instructional groups.	
3c-3. Instructional materials and resources (including technology)	Instructional materials and resources (including technology) are unsuitable to the instructional purposes or do not engage P-12 students mentally.	Instructional materials and resources (including technology) are only partially suitable to the instructional purposes, or P-12 students are only partially mentally	Instructional materials and resources (including technology) are suitable to the instructional purposes and engage P-12 students mentally.	Instructional materials and resources (including technology) are suitable to the instructional purposes and engage P-12 students mentally. P-12 students initiate the choice, adaptation, or	

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		engaged with them.		creation of materials to enhance their learning.	
3c-4. Structure and pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all P-12 students.	
3d-2. Monitoring of P-12 student learning	Candidate does not monitor P-12 student learning in the curriculum.	Candidate monitors the progress of the class as a whole but elicits no diagnostic information.	Candidate monitors the progress of groups of P-12 students in the curriculum, making limited use of diagnostic prompts to elicit information.	Candidate actively and systematically elicits diagnostic information from individual P-12 students regarding their understanding and monitors the progress of individual P-12 students.	
3d-3. Feedback to P-12 students	Candidate's feedback to P-12 students is of poor quality and not provided in a timely manner.	Candidate's feedback to P-12 students is uneven, and its timeliness is inconsistent.	Candidate's feedback to P-12 students is timely and of consistently high quality.	Candidate's feedback to P-12 students is timely and of consistently high quality, and P-12 students make use of the feedback in their learning.	
3e-1. Lesson adjustment	Candidate adheres rigidly to an instructional plan, even when a change is clearly needed.	Candidate attempts to adjust a lesson when needed, with only partially successful results.	Candidate makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Candidate successfully makes a major adjustment to a lesson when needed.	
3e-2. Response to P-12 students	Candidate ignores or brushes aside P-12 students' questions or interests.	Candidate attempts to accommodate P-12 students' questions or interests, although the pacing of the lesson is disrupted.	Candidate successfully accommodates P-12 students' questions or interests.	Candidate seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.	

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4a-1. Accuracy	Candidate does not know whether a lesson was effective or achieved its instructional objectives, or Candidate profoundly misjudges the success of a lesson.	Candidate has a generally accurate impression of a lesson's effectiveness and the extent to which instructional objectives were met.	Candidate makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional objectives and can cite general references to support the judgment.	Candidate makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional objectives, citing many specific examples from the lesson and weighing the relative strengths of each.	
4a-2. Use in future teaching	Candidate has no suggestions for how a lesson could be improved another time the lesson is taught.	Candidate makes general suggestions about how a lesson could be improved another time the lesson is taught.	Candidate makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, Candidate offers specific alternative actions, complete with the probable success of different courses of action.	
4e-2. Receptivity to feedback from educators	Candidate resists feedback on teaching performance from either supervisors or more experienced educators.	Candidate accepts, with some reluctance, feedback on teaching performance from both supervisors and experienced educators.	Candidate welcomes feedback from educators when made by supervisors or when opportunities arise through professional collaboration.	Candidate seeks out feedback on teaching from both supervisors and other educators.	