

Lesson Plan Rubric UNK Teacher Education



Instructions:

Assign a score to each indicator for every Lesson Element. Place a checkmark next to the indicator that is reflective of the work. Enter only one checkmark per indicator (each line). Place a checkmark to the left of the descriptor you have selected. Enter a total score for each Lesson Element and a total Rubric Score at the end.

Teacher Candidate:

Scoring: Candidates must earn a minimum score of 117.

Lesson Element		1 = Below Standard	2 = Developing	3 = Proficient	4 = Advanced
Context of the Lesson/Unit	Unit	Broader unit not identified.	The lesson does not align with the identified broader unit.	The lesson fits within the identified broader unit.	Identifies broader unit that the lesson fits within including further learning and/or real world application.
	Standards	State standard(s) and/or grade-level indicator(s) missing. Does not refer or include ISTE standards or application of appropriate technology.	State standard(s) listed but misaligned and/or grade-level indicator(s) unclear. Vaguely refers to ISTE standards and/or application of appropriate technology.	Lists corresponding state standard(s) and/or grade-level indicator(s). May include ISTE standards and/or application of appropriate technology.	Lists state standard(s) from various subjects and/or grade-level indicator(s). Includes ISTE standards and/or application of appropriate technology.
	Total Score Context of the Lesson/Unit				
	Comments				
Lesson Element		1 = Below Standard	2 = Developing	3 = Proficient	4 = Advanced
Learning Objective(s) Are:	Aligned	missing or no connection to standards.	loosely or vaguely aligned with content of the standard(s).	aligned with content of standard(s).	directly aligned with the standard/indicator(s) content.
	Cognitive Difficulty	not aligned with the standard(s) cognitive level.	vaguely aligned with the cognitive difficulty of the standard(s).	aligned with the cognitive difficulty of the standard(s).	directly aligned with standard cognitive difficulty and listed from lower- to higher-level cognitive processes (Bloom's/Webb's).
	Clear/Concise	unclear	vague or too lengthy.	clear and concise.	clear and concise with regard to knowledge and skills.
	Assessment	not measurable.	unclear or invalid method of assessment measures learning outcomes.	valid method of assessment measures learning outcomes.	valid method of assessment directly measures learning outcomes.
	Developmentally Appropriate	not developmentally adequate.	vaguely developmentally adequate; or too many/few for the lesson.	developmentally appropriate for the lesson.	developmentally appropriate for the knowledge and skills taught in the lesson.
	Total Score Learning Objectives				
Comments					

Lesson Element		1 = Below Standard	2 = Developing	3 = Proficient	4 = Advanced
Previous Knowledge/ Sequence of Learning	Previous Knowledge	Plan reflects no understanding of prerequisite knowledge or relationships among topics and concepts	Plan reflects a limited understanding of prerequisite knowledge and relationships among topics and concepts.	Plan reflects a general understanding of prerequisite knowledge and relationships among topics and concepts.	Plan and practices reflect advanced understanding of, and dedication to, prerequisite knowledge and relationships among topics and concepts.
	Current Lesson	Previous knowledge addressed is not tied to the lesson plan objective or the current lesson activities	Previous knowledge addressed is tied to the lesson plan objective but not to the current lesson activities.	Previous knowledge is related to the lesson plan objective and the current lesson activities.	Previous knowledge is specific to the lesson plan objective and tied directly to the current lesson activities.
	Future Knowledge	Future knowledge is not addressed	Future knowledge identifies subsequent learning objectives that are vaguely related to the current objective.	Future knowledge identifies subsequent learning objectives that are moderately related to the current objective.	Future knowledge identifies subsequent learning objectives directly related to the current objective.
	Total Score Previous Knowledge/Sequence of Learning				
Comments					
Lesson Element		1 = Below Standard	2 = Developing	3 = Proficient	4 = Advanced
Diagnostic/Pre-Assessment	Aligned	Pre-assessment does not align with the objective(s).	Pre-assessment vaguely aligns with the objective(s).	Pre-assessment is aligned with the objective(s).	Pre-assessment is directly aligned with the objective(s).
	Data Use	Data is not used to inform instructional decisions	Some data is used to inform instructional decisions	Data is used to inform instructional decisions	Data is purposefully used to inform instructional decisions.
Post (Summative) Assessment	Measures Mastery	Does not measure mastery of learning objective(s).	Insufficiently/indirectly measures mastery of learning objective(s).	Directly measures mastery of learning objective(s). Applies most identified success criteria to evaluate students' mastery of the learning objective(s).	Directly measures mastery of learning objective(s) using a success criteria to evaluate students' knowledge or abilities.
	Total Score of Diagnostic (Pre)/Summative (Post) Assessments:				
Comments					

Lesson Element		1 = Below Standard	2 = Developing	3 = Proficient	4 = Advanced
Learner Background	Developmental Characteristics	Does not identify developmental characteristics/strengths (social, emotional, cognitive, physical, language) of learners.	Limited identification of developmental characteristics/strengths (social, emotional, cognitive, physical, language) of learners.	Identifies known developmental characteristics/strengths (social, emotional, cognitive, physical, language) of most learners.	Identifies known developmental characteristics/strengths (social, emotional, cognitive, physical, language) of all learners.
	Identity traits	Does not identify individual identity traits (races, ethnicities, nationalities, gender identities/ expressions, religions, political affiliations, SES backgrounds, and disclosed sexual orientations, interests, and any relevant information.)	Limited identification of individual identity traits (races, ethnicities, nationalities, gender identities/expressions, religions, political affiliations, SES backgrounds, disclosed sexual orientations, interests, any relevant information.)	Identifies known individual identity traits (races, ethnicities, nationalities, gender identities/ expressions, religions, political affiliations, SES backgrounds, and disclosed sexual orientations, interests, and any relevant information.)	Identifies known individual identity traits and interests (races, ethnicities, nationalities, gender identities/ expressions, religions, political affiliations, SES backgrounds, and disclosed sexual orientations, interests, and relevant information.)
	Multi-language Needs	Does not identify multi-language/emergent bilingual needs.	Identifies but provides no way to support multi-language/emergent bilingual needs.	Identifies and provides mechanisms for supporting multi-language/emergent bilingual needs.	Identifies and provides multiple mechanisms for supporting multi-language/emergent bilingual needs.
	IEP and/or 504 Plans	Does not engage students in learning and student potential isn't considered.	Engages students as a group. Student potential is considered as a group.	Engages each student in opportunities to reach individual potential within the context of the lesson.	Engages each student in opportunities to exceed individual potential within the context of the lesson.
	Comments	Total Score Learner Background			

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Materials & References	List of Materials	Missing list of materials needed to implement the lesson.	Partial list of materials and/or little connection of how materials will be used in the lesson	Full list of materials and/or applied technology needed to implement the lesson	Specific list of materials and/or applied technology used and how they connect the lesson.
	Resources	Resources not ready-to-use; no attachments/links.	Some resources may be ready-to-use; errors with attachments/links.	Most resources are ready-to-use and attached/linked correctly.	All resources are ready-to-use and attached/linked.
	Cited Materials	Adopted or borrowed curriculum materials or published sources not cited.	Adopted or borrowed curriculum materials or published sources are incorrectly cited.	Adopted/borrowed curriculum materials or published sources are cited.	All adopted or borrowed curriculum materials or published sources are correctly cited using a citation style.
	Enhances the Lesson	Materials and/or applied technology in the form of appropriate tools/materials is not incorporated in the lesson.	Identifies how some materials and/or applied technology/ are incorporated, but do not enhance lesson.	Identifies how materials and/or applied technology are incorporated.	Identifies how all materials and/or applied technology are purposefully incorporated to enhance the lesson.
	Total Score Materials & References				
Comments					

Lesson Element		1 = Below Standard	2 = Developing	3 = Proficient	4 = Advanced
Detailed Sequence of Teaching & Estimated Time	Hook/Anticipatory Set	Does not include a hook/anticipatory set.	Hook/anticipatory set is not clearly identifiable; the hook/anticipatory set does not engage students in the lesson's topic(s).	Begins with hook/anticipatory set that engages students in the lesson's topic(s).	Begins with captivating hook/anticipatory set that engages students in the lesson's topic(s).
	Communicates Objective(s)	Does not communicate objective(s).	Attempts to communicate objective(s).	Communicates objective(s).	Clearly communicates objective(s).
	Relevance of Objective(s)	Does not communicate relevance of objective(s) for application to interest/motivation for future learning.	Attempts to communicate relevance of objective(s) for application to interest/motivation for future learning.	Communicates relevance of objective(s) for application to interest/motivation for future learning.	Clearly communicates relevance of objective(s) for application to interest/motivation for future learning.
	Experiences Align with Standards/Objectives	Learning experiences are not aligned with the standards and objectives.	Some learning experiences are aligned with the standards and objectives.	All learning experiences are aligned with the standards and objectives.	All learning experiences intentionally align with the standards and objectives to motivate learning.
	Sequence of Learning	The sequence does not allocate time.	Does not appropriately allocate time for instructional sequence.	Majority of the instructional sequence maximizes and adequately designates available time.	Develops sequencing of learning experiences that effectively utilizes and assigns proper allocation of time.
	Modes of Engagement	Does not plan to use varied modes of participation in the instructional process (singular mode).	Provides underdeveloped plans to use varied modes of participation in the instructional process (i.e., partner work, pair share, performance tasks, Kagan cooperative working strategies, Talk Moves, inquiries).	Plans at least 2 modes of engagement in the instructional process (i.e., partner work, pair share, performance tasks, Kagan cooperative learning strategies, Talk Moves, inquiries).	Intentionally plans 3+ means of engagement are incorporated to optimize learning opportunities (i.e., partner work, pair share, performance tasks, Kagan cooperative learning strategies, Talk Moves, inquiries).
	Sufficient Detail	Substantial gaps in instructional detail; vastly insufficient detail for implementation.	Gaps in instruction; insufficient detail for implementation.	Sufficiently detailed instructions to implement from beginning to end.	Sufficient detail to guide instruction with ease; anyone could pick up and teach it.
	Questions	Does not provide any question(s) connected to the learning objective(s).	Provides various basic or singular question(s) connected to the learning objective(s).	Provides varied levels (Bloom's) of questions that will be productive for discussion and are connected to the learning objective(s).	Provides guided/intentional and varied levels (Bloom's) of questions that stimulate productive discussion connected to the learning objective(s).
	Closure	Does not state a plan for evaluating mastery of objective(s). There is no closure.	States a loosely defined plan for evaluating mastery of objective(s) or plan that is not measurable. (Closure)	States a plan for evaluating and measuring mastery of objective(s) (Closure).	States a clear plan for evaluating mastery of learning objective(s). (Closure)
	Comments	Total Score Detailed Sequence of Teaching & Estimated Time			

Lesson Element		1 = Below Standard	2 = Developing	3 = Proficient	4 = Advanced
Differentiation	Purposeful Adjustments	No purposeful adjustment to the lesson plan to meet the needs of student(s) (Ex. interest, readiness, UDL: multiple means of representation/ engagement/expression; varied and intentional grouping).	Plans adjustments to the lesson plan that do not directly meet student(s)' needs (Ex. interest, readiness, UDL: multiple means of representation/ engagement/expression; varied and intentional grouping).	Plans to meet student(s)' needs through purposeful adjustments to the lesson plan (Ex. interest, readiness, UDL: multiple means of representation/ engagement/expression; varied and intentional grouping).	Plans to meet a variety of student(s)' needs through purposeful adjustments to the lesson plan (Ex. interest, readiness, UDL: multiple means of representation/ engagement/expression; varied and intentional grouping).
	Tied to Objective(s)	Methods of differentiation not tied to the learning objective(s).	Methods of differentiation vaguely tied to learning objective(s).	Methods of differentiation tied to the learning objective(s).	Methods of differentiation clearly tied to the learning objective(s).
	Throughout Sequence	No plans for differentiation.	Limited description of differentiation within the instructional sequence.	Provides detailed description of differentiation strategies in the instructional sequence.	Provides detailed description of differentiation strategies throughout all sections of the instructional sequence.
	Total Score Differentiation				
	Comments				
Lesson Element		1 = Below Standard	2 = Developing	3 = Proficient	4 = Advanced
Accommodation(s) (IEPS and/or 504 Plans)	Incorporated Into Instruction	Does not demonstrate a knowledge of individual student identities.	Demonstrates little knowledge of individual student identities.	Demonstrates a knowledge of and respect for individual student identities and abilities, incorporating students' lived experiences into instruction.	Demonstrates advanced knowledge of and respect for individual student identities and abilities, incorporating students' lived experiences into instruction.
	Makes Modifications	Does not make appropriate accommodations/modifications in the lesson plan as dictated by the IEP and/or 504 Plan.	Makes appropriate accommodations/modifications in few areas of the lesson plan as dictated by the IEP and/or 504 Plan.	Makes appropriate accommodations/modifications in most areas of the lesson plan as dictated by the IEP and/or 504 Plan.	Makes appropriate accommodations/modifications in all areas of the lesson plan as dictated by the IEP and/or 504 Plan.
	Total Score Accommodation(s)				
	Comments				

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Formative Assessments	Aligned to Objectives	Not aligned to objectives.	Portions are aligned to objectives.	Aligned to objectives.	Directly aligned to objectives.
	Continuous Assessment	Plan does not evaluate learning progression toward mastery.	Generalized plan to evaluate learning progression toward mastery using one check for understanding, probing questions, checklist, indicators, and/or success criteria.	Detailed plan with 2+ ways to evaluate learning progression toward mastery, such as checks for understanding, probing questions, checklist, indicators, and/or success criteria.	Detailed plan to continuously evaluate learning progression toward mastery such as ongoing checks for understanding, probing questions, checklist, indicators, and/or success criteria. (3+)
	Data-Modified Instruction	Doesn't plan for collecting information/data to alter instruction.	Plans for collection of information/data to modify instruction without indication of how that's done.	Collects information/data and modifies instruction in most of the lesson.	Collects information/data to modify instruction throughout the lesson.
	Self-Analyze	Does not provide opportunities for learners to analyze their own progress of mastery of the learning objective.	Attempts to provide at least one opportunity for learners to monitor their own progress, but it is not related to objective(s) or is dependent on teacher.	Provides an opportunity for learners to analyze their own progress toward the learning objective(s).	Provides various, clear opportunities for learners to analyze their own progress of mastery of the learning objective(s).
	Comments	Total Score Formative Assessments			

Lesson Plan Total (All Elements-Minimum score of 117)