Lesson Plan Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Lesson Elements** |  |  |  |  |
| ***Overview***  ***Was it well written? Did it make sense?*** | **[1]**    Demonstrates little or no evidence of an accurate understanding of this concept | **[2]**  Demonstrates a cursory, limited or partial understanding of this concept | **[3]**  Demonstrates an accurate and appropriate understanding of this  concept | **[4]**    Consistently, appropriately, and accurately demonstrates a detailed understanding of  this concept |
| ***Big Idea/Concepts:***  Summarize the big idea(s) (overarching concepts that transcend all grades) and key concept(s) that the lesson will address. What do you want students to understand about the topic?  ***Is this written to make sense?*** | **[1]**  Demonstrates little or no evidence of an accurate understanding of this concept | **[2]**  Demonstrates a cursory, limited or partial understanding of this concept | **[3]**  Demonstrates an accurate and appropriate understanding of this concept | **[4]**  Consistently, appropriately, and accurately demonstrates a detailed understanding of this concept |
| ***State Adopted Content Standards****:* What content standard(s) are you addressing?  ***Do the concepts listed here relate to major problems, concerns, interests,***  ***or themes?*** | **[1]**  Demonstrates little or no evidence of an accurate understanding of this concept | **[2]**  Demonstrates a cursory, limited or partial understanding of this concept | **[3]**  Demonstrates an accurate and appropriate understanding of this concept | **[4]**  Consistently, appropriately, and accurately demonstrates a detailed understanding of this concept |
| ***Academic Objective:***  What specifically do you want the students to be able to know and/or do by the end of the lesson (aligning with standards above)? Does that reflect throughout the lesson steps?  ***Is objective specific and does it align to standard(s)?*** | **[1]**  Demonstrates little or no evidence of an accurate understanding of this concept | **[2]**  Demonstrates a cursory, limited or partial understanding of this concept | **[3]**  Demonstrates an accurate and appropriate understanding of this concept | **[4]**  Consistently, appropriately, and accurately demonstrates a detailed understanding of this concept |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Language Objective for English Learners:*  Based on identified student language needs  ***Are El Language Objectives written here?*** | **[1]**  Demonstrates little or no evidence of an accurate understanding of this concept | **[2]**  Demonstrates a cursory, limited or partial understanding of this concept | **[3]**  Demonstrates an accurate and appropriate understanding of this concept | **[4]**  Consistently, appropriately, and accurately demonstrates a detailed understanding of this concept |
| **Lesson Elements** | **Give 1 point for each section below:** | | | |
| ***Lesson Opening***  *ANTICIPATORY SET (hook):*  Motivation for Lesson: Communicating the academic learning goals and activating prior knowledge/interests of students.  *Was anticipatory set engaging?* | | **Procedure for Teacher:**  Did they list what the teacher will be doing? Is there a time frame? | **Potential Barriers for Learning: Representation Engagement Expression**  Is there at least one potential barrier for each domain listed here? | **Multiple means of Engagement Representation Engagement Expression**  Is there at least one solution for each potential barrier listed here? |
| ***Instruction:***  Instructional Strategies:  Does the instruction section describe the concept or skill development strategies (including modeling)? Describe your plan for instruction in the order in which it will be implemented (with approximate times for each step). | | Did they list what the teacher will be doing? Is there a time frame? | **Potential Barriers for Learning: Representation Engagement Expression**  Is there at least one potential barrier for each domain listed here? | **Multiple means of Engagement Representation Engagement Expression**  Is there at least one solution for each potential barrier listed here? |
| ***Guided Practice***:  Guiding concept or skill development strategies.  Are Student Activities listed that describe: What will the students do? | | Did they list what the teacher will be doing? Is there a time frame? | **Potential Barriers for Learning: Representation Engagement Expression** | **Multiple means of Engagement Representation Engagement Expression** |

|  |  |  |  |
| --- | --- | --- | --- |
| What Student Grouping is listed: How will they be grouped? |  | Is there at least one potential barrier for each domain listed here? | Is there at least one solution for each potential barrier listed here? |
| ***Independent practice*** *(in class):*  Did they list what the teacher will be doing? | Are there at least three potential barriers for learning listed here?  Is there a time frame? | **Potential Barriers for Learning: Representation Engagement Expression**  Is there at least one potential barrier for each domain listed here? | **Multiple means of Engagement Representation Engagement Expression**  Is there at least one solution for each potential barrier listed here? |
| ***Informal check for understanding***: How will you determine that students understand the concept or skill well enough to complete it independently?  Is there an informal checking for understanding listed?  *Did it include approximate times?* | Did they list what the teacher will be doing? Is there a time frame? | **Potential Barriers for Learning: Representation Engagement Expression**  Is there at least one potential barrier for each domain listed here? | **Multiple means of Engagement Representation Engagement Expression**  Is there at least one solution for each potential barrier listed here? |
| ***Closure:***  Formal check for understanding: How will you assess whether your students met your academic objective?  How do you summarize or close the activity? Is there a closure activity? | Did they list what the teacher will be doing? Is there a time frame? | **Potential Barriers for Learning: Representation Engagement Expression**  Is there at least one potential barrier for each domain listed here? | **Multiple means of Engagement Representation Engagement Expression**  Is there at least one solution for each potential barrier listed here? |