

Lesson Plan Grading Rubric

Student Name _____

Task/Characteristic	Unsatisfactory 0 - 32	Basic 33-65	Proficient 66-83	Exemplary 84-100
Standards MUST be written out, numbers only are not acceptable.	No standards listed and/or doesn't align to objectives. (0 points)	Identifies one or more standards that are partially aligned with objectives. (2 point)	Identifies one or more standards that are aligned to objectives. (4 points)	Identifies one or more standards that are clearly aligned to objectives; details given. (6 points)
Sessions Clearly identifies where and how session content is included from the sessions	No session integration noted. (0 points)	Vague/unclear references. (1 point)	Clear references but connections are weak. (2 points)	Integral component of the lesson. (3 points)
Resources/Materials/Technology Example: Manipulatives, Tools, Equipment, Handouts, Technology, Etc.	List is incomplete and/or paper materials (e.g. handouts, PowerPoints, discussion questions, examples, problem sets, lecture outlines etc.) not attached. (0 points)	Some materials listed; some paper materials attached. (1 points)	Most materials listed; most paper materials attached. (3 points)	All materials listed; all paper materials listed and attached. (5 points)
Diversity Should specifically focus on how cultural, economic, and racial diversity is addressed.	Does not address diversity. (0 points)	Little focus on student interaction and understanding. No effort to counteract stereotypes. Not inclusive. (1 point)	Some focus on student interaction and understanding. Limited effort to counteract stereotypes. Inclusive of most students. (3 points)	Focus on student interaction and understanding present. Conscious effort to counteract stereotypes and inclusive of all students. (4 points)
Learner Objectives Should include what the student will be able to do, the conditions needed to complete the task and the criteria for evaluation. Include the level of Bloom's Taxonomy.	Not stated or only describe activities. (0 points)	Vague and/or missing parts, connection to standards is unclear. (2 points)	Stated, but missing parts, connection to standards is clear. (5 points)	Clearly stated and all parts listed, connection to standards is clear – includes at least one upper-level objective. (8 points)
Introduction/Anticipatory Set Includes: Purpose-Objective Statement, accessing prior knowledge, motivating students, and setting the stage for the lesson.	Set is missing. (0 points)	Inadequate set is provided. Several key points are missing. Objective is not stated. Purpose is not given. (2 points)	Adequate set is provided. Most of the following are included: objective statement, accessing prior knowledge, purpose, connecting to prior or future learning, and active student involvement. (4 points)	Effective set is given. Includes all of the following: objective statement, accessing prior knowledge, purpose, connecting to prior or future learning, and active student involvement. (6 points)
Instructional Processes: Be sure to address how you will engage students, how you will monitor and adjust instruction, transitions, student active participation, formative assessments, and feedback. Be sure the lesson addresses the objective(s). ** Must Be Scripted – “substitute teacher ready” **				
~ Instructional Strategies	No correlation between strategies and objectives. (0 points)	Some correlation between strategies and objectives. (2 points)	Strategies support the objectives. (4 points)	Variety of strategies listed that support objectives. (6 points)
~ Instructions	Instructions are missing. (0 points)	Instructions are vague or confusing. Does not follow the Gradual Release of Responsibility. (2 points)	Instructions and questions are appropriate. Portions of the Gradual Release of Responsibility missing. (4 points)	Step-by-step instructions with questions to guide students. Follows the Gradual Release of Responsibility. (6 points)

~ Guided Practice	Not included. (0 points)	Limited opportunity for practice given. Does not include student active participation. (2 points)	Provides ample guided practice. Includes some student active participation. (4 points)	Provides ample guided practice with feedback. Includes student active participation. (6 points)
~ Independent Practice – Seat Work	Not included. (0 Points)	Limited opportunity for practice given. Practice is not aligned with objective(s). (2 points)	Provides ample independent practice. Practice is partially aligned with objective(s). (4 points)	Provides ample independent practice with teacher support. Practice is aligned with objective(s). (6 points)
~ Check for Understanding/ ongoing formative assessment	Does not check. (0 points)	Provides a few checks. (2 points)	Effectively checks for understanding of ALL students. Feedback not provided. (4 points)	Effectively checks for understanding of ALL students and provides feedback. (6 points)
~ Developmental Level	Activities inappropriate for level. (0 points)	Some activities appropriate for level. (2 points)	Most activities appropriate for level. (4 points)	All activities appropriate for level. (6 points)
~ Differentiation	No differentiation present. (0 points)	A few adjustments alluded to. Awareness of modification needs, but unsure of how to implement. (2 points)	Some adjustments to instruction alluded to. Modifications made to address student instructional levels. (4 points)	Adjustments to instruction planned according to formative assessment. Use to modify lesson and meet students on their instructional level. (6 points)
~ Times / Pacing	Times not provided. (0 points)	Inappropriate times given/inadequate planning for time provided. (2 points)	Times allow for activities/adequate planning for time provided. (4 points)	Times well thought through; pacing promotes engagement and learning. (6 points)
~ Technology	Available technology not utilized. (0 points)	Technology is used but does not enhance instruction and appears forced. (2 points)	Technology is effectively used to enhance instruction by instructor only. (4 points)	Uses technology effectively to enhance instruction and involves students in meaningful ways. (6 points)
Formative Assessment/Exit Ticket Students are able to demonstrate understanding, evidence of how the assessment will be used to address future lessons.	Lacks description and/or planning. (0 points)	Gives description; lacks detail. Unclear how it will measure student understanding. (2 points)	Detailed description; mostly ties to objectives and enhances lesson. Used to measure student understanding and future learning needs. (4 points)	Very detailed description; directly tied to objective(s) and enhances lesson. Used to measure student understanding and future learning needs. (6 points)
Exceptional Learners/Modifications Adaptations for Students A & B are included	Modifications are not planned or simply delegated to a para-educator. (0 points)	Modifications receive limited planning. (2 points)	Modifications are specifically coordinated with the lesson. (5 points)	Multiple types of modifications are specifically coordinated with the lesson. (8 points)
Totals	Unsatisfactory 0 - 32	Basic 33-65	Proficient 66-83	Exemplary 84-100

Comments: