



Rubric for Lesson Plan

Name: _____ Date: _____ Course: _____

Performance Expectation	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Rubric Score
Standards	No reference made to the standard or standards	Related content standard(s) are minimally identified	Related content standard(s) are mostly detailed from the SAS Portal or Common Core	Related content standard(s) are fully detailed from the SAS Portal or Common Core	
Objectives/Learning Targets	Lesson objective(s) lack clarity &/or measurability; connection to standard not apparent	Lesson objective(s) somewhat clear & measurable; partial connection to the standard	Lesson objective(s) are clear, measurable, and specific to the standard	Lesson objectives are clear & measurable; learning progression is evidenced	
Materials & Use of Technology	List of materials and use of technology given limited attention in the lesson plan	List of materials and/or use of technology is incomplete or inaccurate. Teacher created handouts and/or other reproduced handouts are not attached to the lesson plan	List of materials and technology is provided and accurate for both teacher and students. All handouts, both teacher created and those reproduced from other resources, are attached to the lesson plan	Detailed list of materials/technology is provided for both teacher and students. All handouts, both teacher created and those from other resources, are referenced in the procedures and attached to the lesson plan	
Introduction	Little or no attempt to gather students' attention and/or set a purpose for the lesson	Inadequate attempt to gather students' attention and/or set a purpose for the lesson	Introduces the lesson by sharing purpose, relevance, and eliciting schema in student friendly language; partially states what the teacher will say	Introduces the lesson by sharing purpose, relevance, and eliciting schema in student friendly language; fully states what the teacher will say	
Procedures	Lesson plan has no match between procedures and objective(s); no modeling; no evidence for guided or independent practice; plan missing necessary details for teacher's actions	Lesson plan has limited match between procedures and objective(s); limited teacher modeling or examples provided; few opportunities for guided & independent practice; plan missing necessary details for teacher's actions	Lesson plan has clear match between procedures and objective(s); adequate teacher modeling or examples provided; some opportunities for guided & independent practice; sufficiently details teacher's actions step-by-step in first person (I)	Lesson plan has explicit match between procedures and objective(s); multiple teacher modeling or examples provided; with opportunities for guided & independent practice; thoroughly details the teacher's step-by-step actions in first person (I)	

Performance Expectation	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Rubric Score
Assessment (Formative & Summative)	No assessment provided for the lesson, or assessment does not measure objective(s)	Assessment provided for the lesson but inaccurately measures the objective(s)	Formative and/or summative assessment has clear relationship to the lesson objective(s)	Formative and summative assessments are defined, showing clear relationship to all objectives address in the lesson	
Closure	Lesson ends without review; limited to clean-up and/or transition to next activity	Lesson ends with limited review; focus on clean-up rather than student learning	Teacher reviews lesson by summarizing and/or reviewing what was taught; some student engagement	Students review the lesson by summarizing and/or sharing what they learned; teacher revisits the purpose for the lesson	
Differentiation	Superficial or little attempt to differentiate	Differentiation is not linked to learner characteristics	Differentiation is linked to individual learner characteristics with adequate detail	Anticipates and plans ahead for any necessary class-wide differentiation	
Professional Writing	Poor quality of professional writing is evidenced by 8 or more errors in clarity of writing, spelling, usage &/or grammar	Fair quality of professional writing is evidenced by 5-7 errors in clarity of writing, spelling, usage &/or grammar	Professional writing is evidenced by 1-4 errors in clarity of writing, spelling, usage &/or grammar	Professional attention to formal writing is evidenced by clarity in writing as well as absence of spelling, usage, and grammatical errors	

Note: Earning a “3” in each category is considered “accomplished” toward meeting course requirements.

Comments:

Instructor’s Name: _____

Instructor’s Signature: _____

Total Score: _____