Lesson Plan Rubric

Revised 2021

The purpose of this form is for University Supervisors to assess candidates on their ability to write a thorough and engaging lesson plan that can be effectively implemented in the classroom. The items listed on this assessment are based on InTASC standards, the level of guidance and feedback required of University Supervisors, and best practices in P-12 education. Proficiency levels do not translate into A – C grades. Instead, the rubrics are designed to generate data that will reveal patterns of candidate performance at various stages of development across the learning progressions.

Please use the following scale as you assess candidates:

- *Unacceptable*. Language in this category includes questionable capacity for, and limited or no evidence of, the described item, despite having significant guidance and feedback from the cooperating teacher and university supervisor.
- *Developing*. Language in this category includes capacity for, but incomplete evidence of, the described item. The candidate performs tasks with significant guidance and feedback from the cooperating teacher and university supervisor.
- *Proficient*. Language in this category includes demonstrated evidence of the described item. The candidate performs tasks with minimal guidance and feedback from the cooperating teacher and university supervisor.

	Unacceptable	Developing	Proficient	Comments
Standard(s) and Objective(s)	Does not identify SOL standards or objective.	Lists the number and the wording of the SOL and/or other curriculum resource objectives, if available, to create whole class learning objective(s).	Identifies SOL and then refines the learning objective(s) based on an understanding of their students' learning and development. Includes plans to collaborate with students to identify personalized learning objective(s).	
Vocabulary	Does not identify vocabulary.	Identifies only content vocabulary with no or limited definitions.	Identifies and correctly defines all new vocabulary in language that is clear, and appropriate for students. Provides opportunities for students to learn and use vocabulary throughout the lesson.	

Assessment	Does not list or include assessments; or assessments are not aligned with the learning objective(s).	Includes assessments that are limited in type (e.g., only summative) and/or are poorly aligned to learning objective(s).	Includes a variety of classroom assessments (formative and summative) which align with the learning objective and take into consideration student learning difference. Provide multiple ways for students to demonstrate performance.	
Student Considerations: Developmental and Challenge	Plan is identical for all students; i.e., disregards most of the students' needs and knowledge listed under "proficient."	Plan reflects a basic understanding of most of the students' needs and knowledge listed under "proficient."	Plan demonstrates candidate's understanding of developmental, cultural, linguistic, social, exceptionality needs, and/or background knowledge of students. Anticipates challenges across a range of differences, addressed using adaptations, scaffolds, enrichment, and/or acceleration to promote quality work.	
Instructional Resources, Materials, and Technology	Has no list or only includes an incomplete list of materials, resources and technology. The selected materials do not support the content of the lesson and/or needs of the students.	Resources, materials, and technology are listed; however, some do not support the content and/or student learning.	Resources, materials, and technology listed are varied and supports the needs of the learners and the content. Includes additional resources to extend learning or remediate as needed.	

Procedures: Beginning/ Anticipatory Set	Does not include an opening to the lesson.	Plans an opening statement of what topic will be covered.	Plans an opening statement or experience that generates interest in the lesson and makes connections to students' prior knowledge.	
Procedures: Middle (Representation of content)	Represents the content and goal(s) of the lesson inappropriately and/or inaccurately.	Represents the content of the lesson using one method or example based on the lesson's goals.	Represents the content in multiple ways (e.g., chunk information, provide multiple examples/non-examples, use graphic organizers, technology, etc.) related to the key points of the lesson and in a manner that supports the diverse needs of all students.	
Procedures: Middle (Instructional strategies)	Chooses instructional tools, methods and strategies that do not align with the content being presented, and/or are not developmentally appropriate for most students.	Chooses instructional tools, methods and strategies that mostly align with the content standards and/or learning objectives, and are developmentally appropriate for most students.	Chooses instructional tools, methods and strategies that are aligned with the content standards and/or learning objectives, and developmentally appropriate for all students.	
Procedures: Middle (Candidate's role(s))	Does not provide evidence of instructional role in relation to the content and purposes of the instruction.	Provides evidence of only assuming one instructional role (such as only providing direct instruction) where varied roles would have been more appropriate for the content and purposes of the instruction.	Varies teaching role in the instructional process (e.g., instructor, facilitator, coach, audience) when appropriate and in relation to the content and purposes of the instruction.	

| Procedures: The End/ Closing | Does not provide a closing or inadequately synthesizes or reinforces points from the lesson. | Synthesizes and reinforces major points from the lesson. | Synthesizes and reinforces major points from the lesson, and previews learning to come.

Involves students in the review of the content to provide the teacher with information about student learning. | |

Please provide additional comments regarding lesson plan components; e.g., models of co-teaching, collaboration with other school personnel, discipline-specific methodologies, etc.