LESSON PLAN RUBRIC

Establishing the Lesson Framework			
Lesson Components	**Target (3)**	**Acceptable (2)**	**Unacceptable (1)**
TEKS and Student Expectations	TEKS and Student Expectations are stated directly from the TEKS document. The *entire* knowledge and skill statement and student expectation(s) are clearly written and aligned with the objectives of the lesson.	The knowledge and skill statement and student expectation(s) are written and somewhat aligned with the objectives of the lesson.	TEKS and Student Expectations are not stated directly from the TEKS document. The knowledge and skill statement and student expectation(s) are NOT written and aligned with the goals and objectives of the lesson.
Objective	The objective . . . • **clearly** identifies knowledge or skill, and • describes in detail the action that will take place (*not an activity*), and • is measurable. The objective is aligned with the TEKS.	The objective . . . • **somewhat** identifies knowledge or skill, and • describes the action that will take place (*not an activity*), • is measurable. The objective is somewhat aligned with the TEKS.	The objective *does not* … • identify the knowledge or skill, and/or • describe the action that will take place (*not an activity*), and/or • is not measurable. The objective is not aligned with the TEKS.
Rationale	The rationale describes in detail the significance of the lesson and is reasonably supported.	The rationale describes the significance of the lesson and is somewhat supported.	The rationale *does not* describe the significance of the lesson and/or is not reasonably supported.

Additional Comments:

Evaluation Strategies			
Lesson Components	Target (3)	Acceptable (2)	Unacceptable (1)
Assessment/Evaluation	All assessments measure the students' mastery of the intended objectives and aligns with the objective(s). There are multiple opportunities for formative assessments in the lesson where applicable. The summative assessment includes specific criteria that supports student learning as needed i.e. rubrics, checklists, and/or test items.	Some of the assessments measure the students' mastery of the intended objectives and aligns with the objective(s). There are some opportunities for formative assessments in the lesson where applicable. The summative assessment includes some criteria that supports student learning as needed i.e. rubrics, checklists, and/or test items.	The assessments *do not* measure the students' mastery of the intended objectives and does not align with the objective(s). There are *few or no* opportunities for formative assessments in the lesson where applicable. The summative assessment *does not* include specific criteria that supports student learning as needed i.e. rubrics, checklists, and/or test items.

Additional Comments:

Designing Supportive Learning Environments			
Lesson Components	**Target (3)**	**Acceptable (2)**	**Unacceptable (1)**
Materials	*All* supporting materials/resources needed for the lesson are *explicitly* identified/ referenced.	*Most* supporting materials/resources needed for the lesson are identified/ referenced.	*Few or no* supporting materials/resources needed for the lesson are identified/ referenced.
Setting	The description of the classroom environment supports the lesson and includes all of the following: • classroom arrangement, and • materials management, and • student grouping, and • technology needs; and/or • safety concerns.	The description of the classroom environment includes some of the following: • classroom arrangement, and • materials management, and • student grouping, and • technology needs; and/or • safety concerns.	The description of the classroom environment *does not* include all necessary components such as • classroom arrangement; • materials management; • student grouping; • technology needs; and/or • safety concerns.
Student Needs	Student characteristics are **specifically** identified including a description of prior knowledge and special learning and physical accommodations and modifications.	Student characteristics are **generally** identified including a description of prior knowledge and special learning and physical accommodations/modifications.	Student characteristics are *not* identified and/or *do not include* a description of prior knowledge and special learning and physical accommodations/modifications.

Additional Comments:

	Instructional Strategies		
Lesson Components	Target (3)	Acceptable (2)	Unacceptable (1)
Introduction/Focus	The introduction/focus accomplishes **all** of the following: • captures students' interest, and • motivates student learning, and • activates prior knowledge; and • connects to the overall learning objective.	The introduction/focus accomplishes **some** of the following: • engages students' interest, and • promotes student learning, and • acknowledges prior knowledge; and • addresses the overall learning objective.	The introduction/focus *does not* … • capture students' interest, and/or • motivate student learning, and/or • activate prior knowledge; and/or • connect to the overall learning objective.
Instructional Procedure	The instructional design for this lesson includes **all** of the following: • is aligned with the overall learning objectives; • supports a particular instructional model(s), i.e., inquiry, direct instruction, cooperative learning, discovery learning, simulation, etc. • includes **all** necessary components for the instructional model are included. • Content Area Literacy Strategies	The instructional design for this lesson includes **some** of the following: • is aligned with the overall learning objectives; • supports a particular instructional model(s), i.e., inquiry, direct instruction, cooperative learning, discovery learning, simulation, etc. and/or • includes **most** necessary components for the instructional model(s). • Content Area Literacy Strategies	The instructional design for this lesson **does not** include the following: • is aligned with the overall learning objectives; • supports a particular instructional model, i.e., inquiry, direct instruction, cooperative learning, discovery learning, simulation, etc. and/or • includes all necessary components for the instructional model. • Content Area Literacy Strategies
Closure	The lesson closure provides opportunities *for the learner* to be included in the summary of the key points of the lesson and the restatement of the instructional objective.	The lesson closure provides opportunities for the summary of the key points of the lesson and the restatement of the instructional objective.	The lesson closure *does not* provide opportunities for the learner to be included in the summary of the key points of the lesson and the restatement of the instructional objective.

Additional Comments: