**Rubrics for Lesson Plan**

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

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| **Assessment Strategies** |
| **Lesson Components** | **Target (3)** | **Acceptable (2)** | **Unacceptable (1)** |
|   **Assessment/****Evaluation** | The assessment/evaluation measures the students’ mastery of the intended goals, and aligns with objective(s); TEKS, and instructional strategies.There are opportunities for formative and summative assessments in the lesson where applicable. The assessment includes specific criteria that supports student learning as needed i.e. rubrics, checklists, and/or test items.   | The assessment/evaluation measures the students’ mastery of the intended goals, and aligns with objective(s); TEKS, and instructional strategies.There are opportunities for formative and summative assessments in the lesson where applicable. The assessment includes specific criteria that supports student learning as needed i.e. rubrics, checklists, and/or test items.  | The assessment/evaluation ***does not*** measure the students’ mastery of the intended goals, and aligns with objective(s); TEKS, and instructional strategies.There are ***few or no*** opportunities for formative and summative assessments in the lesson where applicable. The assessment ***does not*** include specific criteria that supports student learning as needed i.e. rubrics, checklists, and/or test items.  |

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| **Instructional Strategies** |
| **Lesson Components** | **Target (3)** | **Acceptable (2)** | **Unacceptable (1)** |
| **Introduction/Focus** | The introduction/focus …* captures students’ interest, and
* motivates student learning, and
* activates prior knowledge; and
* connects to the overall learning objective.
 | The introduction/focus …* engages students’ interest, and
* promotes student learning, and
* acknowledges prior knowledge; and
* addresses the overall learning objective.
 | The introduction/focus ***does not*** …* engage students’ interest, and/or
* promotes student learning, and/or
* acknowledge prior knowledge; and/or
* address the overall learning objective.
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| **Instructional Procedure** | The instructional design for this lesson… * is aligned with the overall learning goals and objectives;
* supports a particular instructional model, i.e., inquiry, direct instruction, cooperative learning, discovery learning, simulation, etc;
* includes all necessary components for the instructional model are included;
* includes any and all forms of technology with explanation of how the chosen technology enhances THIS instruction for THIS group of learners.
 | The instructional design for this lesson… * is aligned with the overall learning goals and objectives;
* supports a particular instructional models;
* includes most necessary components for the instructional model(s);
* includes only some, but not all forms of technology with limited explanation of how the chosen technology enhances THIS instruction for THIS group of learners.
 | The instructional design for this lesson…* is not aligned with the overall learning goals and objectives;
* does not support a particular instructional model;
* does not include all necessary components for the instructional model are included;
* does not include any and all forms of technology with explanation of how the chosen technology enhances THIS instruction for THIS group of learners.
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| **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 summary of the key points of the lesson and the restatement of the instructional objective.  |

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| **Designing Supportive Learning Environments** |
| **Lesson Components** | **Target (3)** | **Acceptable (2)** | **Unacceptable (1)** |
| **Materials** | ***All*** supporting materials/resources/technology needed for the lesson are ***explicitly*** identified/ referenced. | ***Most*** supporting materials/ resources/ technology needed for the lesson are identified/ referenced.  | ***Few or no*** supporting materials/ resources/ technology needed for the lesson are identified/ referenced. |
| **Setting** | The description of the classroom environment supports the lesson and includes* classroom arrangement, and
* materials management, and
* student grouping, and
* technology needs; and/or
* safety concerns.
 | The description of the classroom environment includes * 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.
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| **Student Needs** | Student characteristics are specifically identified including a description of prior knowledge and special learning and physical accommodations/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.  |