**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. |
| **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. |
| **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. |
| **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. |
| **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. |