

**Newberry College Teacher Education Program
Lesson Plan Rubric**

Excellent	Proficient	Developing	Beginning
Lesson Overview			
Complete and accurate information the lesson and the lesson is real and relevant	Complete and accurate information	Complete and accurate information	Some information is missing
Questions, Standards, Objective(s) <i>What will you teach?</i>			
<ul style="list-style-type: none"> Essential question grabs the student's attention, promotes inquiry, and invites the student to be an active learner Focus questions involve all levels of Bloom's Taxonomy Focus questions help students establish key information and are an integral part of instruction Focus Questions are aligned to the lesson content Standard(s) is stated and aligned to the lesson Objective(s) is stated in specific measurable terms include(s) varying levels of Bloom's Objective(s) is aligned to lesson assessment Objective(s) is developmentally appropriate Objective(s) is appropriate for content 	<ul style="list-style-type: none"> Essential Question invites the student to be an active learner Focus questions involve several levels of the cognitive process dimensions Focus questions are aligned to objective(s) Standard(s) is stated and aligned to the lesson Objective(s) are measurable but not specific Objective(s) is appropriate for content Objective(s) is aligned to lesson assessment 	<ul style="list-style-type: none"> Essential question can be answered in a phrase or sentence and does not promote active learning Focus questions are only on the recall and knowledge level of the cognitive process Focus questions are incomplete Standard is stated but not aligned to the lesson Objective(s) is stated but not measurable 	<ul style="list-style-type: none"> Essential question is narrow and easily answered Focus questions are basic and do not address all levels of learning Standard is stated but not aligned to the lesson Objective(s) is not stated in specific, measurable terms Objective(s) is not developmentally appropriate Objective(s) is not appropriate for content
Career/ Real life connection <i>When am I ever going to use this?</i>			
<ul style="list-style-type: none"> Students apply the concepts to real life or careers at multiple times during the lesson. 	<ul style="list-style-type: none"> connection to a real life or career is identified and carried out in the procedures 	<ul style="list-style-type: none"> connection to career or real life is identified 	<ul style="list-style-type: none"> No connection to careers or real life is identified
Key Vocabulary			
All key vocabulary is accurately identified	Key vocabulary is accurately identified	Key vocabulary is included but incomplete	Key vocabulary is missing, incomplete, or contains vocabulary not necessary
Pre-assessment <i>How will you know where to begin? What engaging activity will you use to hook the student into the lesson?</i>			
<ul style="list-style-type: none"> The activating activity identifies student's prior knowledge, misconceptions, strengths, and weaknesses The activity focuses student's attention and piques their interest The activity is clearly described and referenced in the procedures section with attached handouts if appropriate 	<ul style="list-style-type: none"> The activating activity identifies student's prior knowledge The activity is described and referenced in the procedures section with attached handouts if appropriate 	<ul style="list-style-type: none"> The activity is not well focused and did not connect with students' prior knowledge The activity is not identified or related to objective(s) 	<ul style="list-style-type: none"> The activity is not focused and did not connect or identify with students' prior knowledge The activity is not identified or related to objective(s)
Materials <i>What will you need to teach the lesson?</i>			
<ul style="list-style-type: none"> Examples of worksheets or info. attached with materials clearly stated and relevant to the lesson Books used are referenced. Technology implementation is integrated and clearly related to the goals and objective(s) of the lesson Any "borrowed" or adapted materials are correctly cited 	<ul style="list-style-type: none"> Materials are listed and directly related to the lesson format and content. Technology implementation clearly linked to the goals and objective(s) of the lesson. Any "borrowed" or adapted materials are correctly cited 	<ul style="list-style-type: none"> Materials are incomplete, partly described, or are missing Technology implementation not clearly linked to the goals and objective(s) of the lesson. Technology is not integrated and seems like an 'add on' Any "borrowed" or adapted materials are correctly cited 	<ul style="list-style-type: none"> Materials are incomplete, partly described, and are missing Technology implementation not linked to the goals and objective(s) of the lesson. Technology is not integrated and seems like an 'add on' No citations for borrowed or adapted materials

Lesson Procedures Instruction

How will you teach? What learning experiences will engage your students to help them learn the lesson concept?

What instruction is needed to equip the students for the final evaluation?

<ul style="list-style-type: none"> • A clear picture of the instruction that will take place. • Includes clearly stated and logically sequenced accurate, age-appropriate explanation using available resources to enhance explanation • Procedures can be followed and implemented by another teacher • At least two different instructional strategies are implemented that will engage the students in the learning process. • Demonstrates and models what the students will do • Provides multi-sensory support related to the lesson using resources (pictures, maps, charts, dramatizations, demonstrations of processes, or any other visual assists, including technology when appropriate) • Integrates multicultural and interdisciplinary components when appropriate • Includes modifications for special populations as appropriate • All learning styles are addressed when appropriate • All students are involved • Learning activities are student centered • Checks for understanding to ensure students are progressing towards mastery of the skill or concept is included at several points throughout the lesson • Provides extensive and/or highly creative guided practice of lesson skill • Excellent teacher supervision provided • Student use of technology to promote mastery of the lesson objective(s) or to create a product that will be used to assess mastery when appropriate 	<ul style="list-style-type: none"> • A description of the instruction that will take place. • Lesson is logically sequenced accurate, age-appropriate explanation using available resources to enhance explanation • At least one different instructional strategy is implemented that will engage the students in the learning process. • Demonstrates and models what the students will do • Integrates multicultural and interdisciplinary components when appropriate • Includes modifications for special populations as appropriate • At least two learning styles are addressed • Learning activities are student centered • Checks for understanding to ensure students are progressing towards mastery of the skill or concept is included at least once during the lesson • Provides guided practice • Adequate teacher supervision provided • All students are involved 	<ul style="list-style-type: none"> • Lesson is logically sequenced, age-appropriate with an accurate explanation • None/ or inadequate demonstration or modeling of what students will do • None/ or inadequate multi-sensory support related to lesson • Limited or no use of resources • Learning activities are not student centered • None/ or inadequate check for understanding of skill or concept • Provides minimal practice of lesson skill • Learning styles are not addressed • None/ or inadequate direct supervision by teacher • All students are not involved • None/ or inadequate check for understanding of skill or concept • Minimal teacher supervision provided 	<ul style="list-style-type: none"> • Incomplete or inaccurate information given in the description • Not age-appropriate • No demonstration or modeling of what students will do • No multi-sensory support related to lesson • No use of resources • Learning activities are not student centered • No check for understanding of skill or concept • Provides minimal practice of lesson skill • Varied learning styles are not addressed • No direct supervision by teacher • Students are not involved • No check for understanding of skill or concept • Minimal teacher supervision provided
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Lesson Closure

How will you cause the students to summarize, reflect and rethink the class lesson? How will you know the students have learned?

<p>Closure activity is:</p> <ul style="list-style-type: none"> • clear, concrete, comprehensive and sets stage for new learning • Addresses stated objective(s) • Includes student participation • Ties to real-life and/or future learning • Brings the lesson to a conclusion through a summarizing activity. 	<ul style="list-style-type: none"> • Actions or statements are provided that are designed to bring a lesson to an appropriate conclusion. • Addresses stated objective(s) • Includes student participation 	<ul style="list-style-type: none"> • Closure is vague. • Teacher tells students what they have learned • Not connected to objective(s) • No student involvement 	<ul style="list-style-type: none"> • There is no closure mentioned. • Teacher tells students what they have learned • Not connected to objective(s) • No student involvement
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Accommodations

How will you ensure that all students benefit from instruction?

<p>Modifications and implementation procedures are clearly stated and appropriate.</p> <ul style="list-style-type: none"> • Higher cognitive level extension activities are planned and designed for students who finish assignments quickly. • Scaffolding activities are planned and designed for students whose skills are less developed. • Multiple Teaching and learning styles are addressed <p>Adaptations of the lesson are available for students who are not native to the English language or American school culture.</p>	<p>Modifications and implementations are identified.</p>	<p>Modifications and implementations are not clearly identified (e.g., confusing, not sequential)</p>	<p>No modifications or modifications are not appropriate</p>
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Assessment

How will you know the students have learned? Both Formative and Summative assessments are used.

<ul style="list-style-type: none"> • Checking for comprehension is detailed with multiple examples of how the teacher will do this throughout the lesson. • Homework assignments are real and relevant • Assessment incorporates the stated objective(s) and reflects 	<ul style="list-style-type: none"> • Checking for comprehension is stated with at least one example of how this will be done • Homework assignments are given where appropriate and are relevant 	<ul style="list-style-type: none"> • Checking for comprehension is not stated in the lesson plan. • Homework assignments are not appropriate • There is an assessment, it but it has little 	<ul style="list-style-type: none"> • Not identified or assessment does not match stated lesson instructional objective(s)
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lesson goal with multiple and alternative assessment strategies described in detail. <ul style="list-style-type: none"> • Detailed grading rubric included when appropriate • Includes modifications for special populations as appropriate • Assessments are attached if appropriate 	<ul style="list-style-type: none"> • An assessment is described with relevance to stated objective(s) • Grading rubric is attached if appropriate • Includes modifications for special students • Assessments are attached if appropriate 	relevance to stated objective(s) or no assessment was mentioned in the lesson.	
<p>Reflection</p> <p><i>What will you do differently next time? What went well or not so well and why?</i></p>			
<ul style="list-style-type: none"> • Reflection analyzes the strengths and weakness of the lesson • Identifies the objectives that were met Reflection includes the modifications for the next time the lesson is presented.	<ul style="list-style-type: none"> • Reflection identifies the strengths and weakness of the lesson Identifies the objectives met	<ul style="list-style-type: none"> • strengths and weakness of the lesson are mentioned Identifies the objectives met	Reflection does not discuss possibilities for improvement or strengths.