

Lesson Plan Rubric  
 Revised 2021, piloted AY 21-22, validated August 24, 2022

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
Standard(s) and Objective(s)	Does not identify SOL standards or objectives.	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.
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/or summative, as appropriate) which align with the learning objective and take into consideration student learning difference.  Assessments take into consideration student learning differences and/or provide multiple ways for students to demonstrate performance.

Student

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