Kean University College of Education Lesson Plan Rubric

Use the following rubric to evaluate lesson plans submitted for review and feedback in any coursework or any clinical placement.

1. Central Focus: State what you expect students to learn in this lesson, the bigger purpose, and explain how this specific lesson connects and to your standards, objectives and to other lessons in the unit (or next lesson).				
Emergent: 1.0	**Novice: 2.0**	**Proficient (target) 3.0**	**Advanced Proficient 4.0**	**Not Observed/ Applicable**
The central focus of the lesson is unclear or not suitable for grade or academic level/developmentally not appropriate	The central focus of the lesson is somewhat clear (needs more development), is grade level or developmentally appropriate	The central focus of the lesson is clear and is grade level and developmentally appropriate.	The central focus of the lesson is well-developed, clear, including where it is situated within broader learning, linking that purpose to student interests.	n/a
2. **State/Content Specific Standards:** Be sure to include Standard Numbers etc. and write out the entire standard. https://www.nj.gov/education/standards/. Think about Interdisciplinary instruction and the incorporation of standards from other content areas in your lesson planning.				
Emergent 1.0	**Novice 2.0**	**Proficient 3.0 (target)**	**Advanced Proficient 4.0**	**Not Observed/ Applicable**
State/Content Specific Standards are not identified or have no relationship to the central focus or learning objectives	The selected State/Content standards do not align well with the central focus or the intended learning objectives of the lesson	The selected State/Content standards align with the central focus and the intended learning objectives of the lesson.	The multiple standards are selected that clearly align with the central focus and the intended learning objectives of the lesson that reflect developmentally appropriate scaffolding if needed	n/a

3. <u>Learning Objectives</u>: What are they going to learn? How are they going to learn it? How are you going to know that they know it? Who is learning it? What exactly is being measured/taught? Use action verbs (Blooms Chart)/steer clear of words like understand/know

Emergent 1.0	Novice 2.0	Proficient 3.0 (target)	Advanced Proficient 4.0	Not Observed/ Applicable
Objectives are not identified	Objectives are appropriately identified, but are not specific, observable, and/or measurable. Or Objectives do not align with the selected State/Content standards.	Objectives are appropriately identified and aligned with State/Content standards; objectives are specific, observable, and measurable	Objectives meet competent criteria, represent high expectations and are appropriate based on student learning style and performance levels within the classroom.	n/a

4. **<u>Assessment:</u>** Likely to include more than one assessment strategy throughout the lesson: Formative - for the purpose of improving learning. Can be informal (not graded) or formal (graded). Summative - summary of learning. Usually always formal. Can take place at different times during a lesson (Checking for understanding).

Emergent 1.0	Novice 2.0	Proficient 3.0 (target)	Advanced Proficient 4.0	Not Observed/ Applicable
Assessment is not included in the plan or is included but not aligned with the topic.	Any of the following are true: The assessment is not at the right grade level; does not reflect the objectives or grade level The assessment tool and/or evaluation instrument are not included	The assessments reflect the objectives and is appropriate to the topic and grade level. Formal assessment tools and evaluation instruments are both included	Assessments meet the competent criteria as well as reflect a variety of assessment methods and represent high expectations and rigor and important learning in the discipline based on the varying needs of the students.	n/a

5. <u>Instructional Resources</u>: Should be included with the submission of your lesson plans each week Google slides/PowerPoint presentations/worksheets/homework/Pear Deck, links to YouTube videos, Brain Pop, Crash Course, answer keys, curriculum guide pages/teacher's guide.

Emergent 1.0	Novice 2.0	Proficient 3.0 (target)	Advanced Proficient 4.0	Not Observed/ Applicable

Materials and resources are not listed	Materials and resources are listed but are incomplete or not aligned with the lesson.	The list of materials includes all of the items needed by both students and teacher to successfully engage in the lesson.	Materials and resources meet competent criteria, are suitable to the instructional purposes and explicitly describe how they are designed to meet diverse learning needs and engage all learners.	n/a

6. **<u>Integration of Literacy Skills in Content Area</u>:** Include ELA standards and skills within all content to address the specific ranges of Literacy: in reading, writing, speaking, listening and language. Evidence of teaching students to read, write and communicate effectively in a specific subject. How to use literacy skills to learn and understand the content of a particular subject. Examples of demonstrated skills: Increase reading comprehension, improve problem solving, and constructing meaning for the subject learn new vocabulary using context clues.

Emergent 1.0	**Novice 2.0**	**Proficient 3.0 (target)**	**Advanced Proficient 4.0**	**Not Observed/ Applicable**
There is no literacy component present.	Literacy skills are not aligned with the subject being taught. Vocabulary is only mentioned	Literacy skills are incorporated into teaching the content of the subject/s. These may include identifiable vocabulary and structures that contribute to comprehension.	Meets competent criteria. Additionally, purposeful integration of literacy into content area instruction is evidenced throughout the use of Instructional Strategies and resources.	n/a

7. **<u>Prerequisite skills/Prior Knowledge</u>:** What do/should your students already know in order for them to learn the objectives for this lesson? Is there a standard that your learners have already been introduced to which will align to or support this lesson and the standards you have listed above?

Emergent 1.0	**Novice 2.0**	**Proficient 3.0 (target)**	**Advanced Proficient 4.0**	**Not Observed/ Applicable**
There is no mention of prior knowledge or prerequisite skills.	Prior knowledge or prerequisite skills are not aligned with the lesson objective.	Instructional strategies that scaffold learners' prior knowledge and prerequisite skills are evident in the Instructional Strategies.	Meets competent criteria. Additionally, incorporates strategies for self-reflective learning that enables each learner to address their current knowledge and to advance their learning.	n/a

8. **Differentiation/Modification/Accommodation:** Requires knowing your students and their diverse learning needs.
Differentiation: objective stays the same; how student reaches it is different
Modification: objective changes
Accommodations: an environmental support (extra time, preferential seating, breaks)

Emergent 1.0	Novice 2.0	Proficient 3.0 (target)	Advanced Proficient 4.0	Not Observed/ Applicable
There is no evidence of differentiation within the lesson.	Plans for accommodating learner differences are generic and not specifically aligned with the lesson.	Plans for accommodating learner differences are appropriate and specific for the lesson and for a variety of student needs.	Plans for accommodating learner differences meet competent criteria and are embedded throughout the wording of the Instructional Strategies as well as explicit in the assessment. The focus is clear and allow for different pathways and progression of activities.	n/a

9. **Instructional Strategies:** The duration of the lesson must be considered in the lesson plan implementation as each instructional strategy must be taught to the intended amount of time in order to meet the desired learner outcomes and actually teach the lesson to completion.
This section will be subject specific but should include step by step specific and detailed descriptions: Anticipatory Set, Direct Instruction (I DO), Guided Practice (WE DO,) Independent Practice (YOU/THEY DO), and Closure (See Madeline Hunter PDF).

Emergent 1.0	Novice 2.0	Proficient 3.0 (target)	Advanced Proficient 4.0	Not Observed/ Applicable
Instructional Strategies are vague and not specific for the lesson.	Instructional strategies align with the lesson focus but are not specific for the objective or the assessment. More details are needed for the instructional actions and strategies to be clearly followed.	Instructional strategies align with the lesson focus, the objective(s) and the assessment(s). Sufficient details are provided to make the instructional actions clear.	Instructional strategies align with the lesson focus, the objective(s) and the assessment(s). Sufficient details are provided to make the instructional actions clear. Instructional strategies are clearly differentiated to accommodate for learner differences involving student choice, adaptation, or creation of materials to enhance their learning.	n/a