

Lesson Plan Rubric

Items being Assessed	Excellent 3	Satisfactory 2	Below standard 1
Introduction		Stated grade level, topic, content area, and a rationale statement.	Left out one or two areas of the intro. or did not include intro.
Behavioral Objectives		Instructional goal and behavioral objectives are clear, included State Standards.	Instructional goal and behavioral objectives are vague. Did not use state standards or instruct. goals and obj. are missing.
State Standards		Identifies and aligns state standards with the instructional goals and objectives.	No evidence of state standards in the lesson. State standards are not aligned with the instructional goals and objectives.
Anticipatory Set	Contains multiple examples and detailed a script of what to say; examples of instruct. language included.	Focused student attention on the lesson, a 'grabber', connected prior knowledge.	Not really focused, did not connect with students' prior knowledge or anticipatory set missing.
Teacher Input	Contains a detailed script and several examples of input for students to gain content understanding; incorporated alternative learning styles.	Provides basic information needed for students to gain the knowledge or skill.	Instructional input is vague. Did not define where it is from the rest of the lesson or teacher input is missing.
Modeling the behavior	Several examples of how students are to go about completing the lesson, includes detailed script/description incorporating alternative learning styles.	Once the material has been presented, the teacher uses it to show students examples of what is expected as an end product of their work.	Vaguely showed students what is expected or modeling the outcome is missing.
Check for comprehension	Checking for comp. is detailed with multiple examples of how the teacher will do this throughout the lesson.	Checking for comp. Is stated with at least one example of how this will be done.	Checking for comp. not stated anywhere in the lesson plan.

Guided practice	Several examples of activities are included that incorporate alt. learning styles, cooperative groups or individ. work.	An opportunity for each student to demonstrate grasp of new learning by working through an activity or exercise under the teacher's direct supervision.	Guided pract. is vague or no guided practice is present.
Closure	Clear, concrete, comprehensive; sets stage for new learning	Actions or statements are provided that are designed to bring a lesson presentation to an appropriate conclusion.	Closure is vague, or there is no closure mentioned.
Independent practice	Several examples of activities are included that incorporate alt. learning styles, cooperative groups, or individualized work.	Lesson provides for reinforcement practice without teacher help; indep. practice is clearly linked to the lesson.	Did not provide independence from teacher guidance or no indep. practice mentioned.
Assessment	Assessment incorporates the stated objectives and reflects lesson goal with multiple and alternative assessment strategies described in detail.	An assessment is described with relevance to stated objectives; assess. data is collected or planned for collecting.	There is an assessment, it but it has little relevance to stated objectives or no assess. was mentioned in the lesson.
Materials	Examples of worksheets or info. attached with materials clearly stated and relevant to the lesson; books used are referenced.	Materials are listed and directly related to the lesson format and content.	Materials are incomplete, partly described, or materials are missing altogether.
Modifications for Students with Disabilities	Modifications and implementation procedures are clearly stated and appropriate for each of the five disability areas: ED, LD, MR, OI, OHI.	Modifications and implementations are identified for each of the five disability areas.	Modifications and implementations are not clearly identified (e.g., confusing, not sequential)
Technology Integration	Technology component and implementation is clearly linked to the goals and objectives of the lesson Comprehensive	Technology component and implementation clearly linked to the goals and objectives of the lesson. Brief.	Technology component and implementation not clearly linked to the goals and objectives of the lesson.

Mechanics		Neat, organized, no spelling and grammatical errors are present	A few spelling and grammatical errors are present or too many spelling and grammatical errors are present.
Overall lesson plan evaluation	Exceeds criteria. Lesson plan is well thought out, content is sensitive to the students' needs, and follows criteria in rubric.	Lesson plan exhibits satisfactory characteristics as described in rubric. Meets passing criteria!	Lesson plan needs to incorporate the missing criteria for a passing grade.