

Clemmer College Lesson Plan Rubric

Category	Below Expectation	Meets Expectation	Exemplary
CURRICULUM STANDARD(S) - Candidate identifies one or more state curriculum standard(s). CAEP 1.4 INTASC 7	No state standard(s) is/are identified. OR Fails to meet the level of 'Meets Expectation'	One or more state standard(s) are identified, but one or more parts is missing (i.e., subject, number, wording, underlined language/vocabulary words)	One or more state standard(s) are identified; standard(s) is/are fully presented (i.e., subject, number, and wording) with the language/vocabulary words underlined.
ESSENTIAL QUESTION(S) (or I CAN STATEMENTS) - Candidate constructs an essential question(s) (OR I can statements) that is/are in student friendly terms, aligned to the objective(s) of the lesson and identified curriculum standard, written as a question or big idea to drive the instruction. CAEP 1.4 INTASC 7	Inaccurate statement of the essential question(s), I-can statement, or big idea, not aligned to objective(s)/standard(s), and not written in student friendly terms. OR Fails to meet the level of 'Meets Expectation'	Accurate statement of the essential question(s), I-can statement, or big idea that drives instruction aligned to the objective(s) and identified curriculum standard.	Accurate statement of the essential question(s), I-can statement, or big idea that drives instruction aligned to the objective(s) and identified curriculum standard AND written in student friendly terms.
LESSON OBJECTIVE(S)/STUDENT LEARNING OUTCOME(S) - Candidate writes objective(s) to show what students will do using active verbs from Bloom's Taxonomy or Webb's Depth of Knowledge (DOK), state measurable criteria (if applicable), link to standard(s), and incorporate multiple domains of learning. CAEP 1.4 INTASC 7	Objective(s) are not written for what students will learn or be able to do and/or do not use active verbs from Bloom's Taxonomy or Webb's Depth of Knowledge, do not state measurable criteria (if applicable), and do not link to standard(s). OR Fails to meet the level of 'Meets Expectation'	Objective(s) are written to show what students will learn or be able to do. Uses active verbs from Bloom's Taxonomy or Webb's Depth of Knowledge, state measurable criteria (if applicable), and link to standard(s).	Objective(s) are written to show what students will learn and be able to do Use active verbs from Bloom's Taxonomy or Webb's Depth of Knowledge, state measurable criteria (if applicable), link to standard(s), AND incorporates multiple domains of learning.

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KNOWING YOUR LEARNERS - Candidate analyzes students' pre-requisite skills (i.e. pre-assessment data; student personal, cultural or community assets; etc.) used to design learning tasks to meet lesson objective(s) grounded in evidence. CAEP 1.1 INTASC 2, 9	Candidate discusses students' pre-requisite skills (including pre-assessment data, student personal, cultural or community assets) to design learning tasks to meet lesson objectives is missing OR represents a deficit view of students and their backgrounds. OR Fails to meet the level of 'Meets Expectation'	Candidate discusses students' pre-requisite skills including pre-assessment data OR student personal, cultural or community assets to design learning tasks to meet lesson objectives, taking a positive view on student differences.	Candidate discusses students' pre-requisite skills including pre-assessment data AND student personal, cultural, cultural or community assets to design learning tasks to meet lesson objectives, taking a positive view on student differences, Is supported by multiple pieces of evidence AND with connections to research/theory.
ASSESSMENTS/EVALUATION – FORMATIVE Candidate creates a formative assessment and provides evidence of how that will be used to monitor all student progress to meet lesson objectives and aligns with state standards. CAEP 1.1 INTASC 6	The formative assessment(s) is/are missing OR does not align with the lesson objectives or state standards. OR Fails to meet the level of 'Meets Expectation'	The formative assessment(s) provide(s) evidence of monitoring whole class learning during the learning experience AND aligns with lesson objective(s) and state standards.	The formative assessment(s) provide(s) evidence of monitoring learning AND are strategically designed for addressing individuals or small groups of students with specific needs considered during the learning experience AND aligns with lesson objective(s) and state standards.
ASSESSMENTS/EVALUATION – SUMMATIVE Candidate's creates a summative assessment and explains how that assessment will be used to determine mastery of lesson objective(s) and aligns state standards. CAEP 1.1 INTASC 6	The summative assessment(s) is/are missing OR do(es) not align with the lesson objective(s) or rigorous state standards. OR Fails to meet the level of 'Meets Expectation'	The summative assessment(s) is/are developmentally appropriate AND chosen /designed to document student learning/mastery of lesson objective(s) and rigorous state standards.	The summative assessment(s) is/are developmentally appropriate and chosen/designed to document student learning/mastery of lesson objectives AND yields precise, useful, and accurate information to judge student learning/mastery of lesson objective(s) and rigorous state standards.

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ASSESSMENTS/EVALUATION – ACADEMIC FEEDBACK Candidate selects points within the lesson to provide academic feedback that promotes student understanding of learning objectives. CAEP 1.1 INTASC 6	The plan for academic feedback does not describe teacher actions and/or unrelated to learning objectives OR is developmentally inappropriate. OR The plan for academic feedback contains inaccuracies. OR The plan for academic feedback is not provided. OR Fails to meet the level of 'Meets Expectation'	The plan for academic feedback describes teacher actions that guide student learning to promote understanding of the learning objectives by: Providing a strategy to address individual learning need(s) OR making connections to prior learning or experiences to improve learning.	The plan for academic feedback describes teacher actions that guide student learning to promote understanding of the learning objectives by: Providing a strategy to address individual learning need(s) AND making connections to prior learning or experiences to improve learning AND plans for student-to-student feedback (when appropriate).
ASSESSMENT/EVALUATION – MODIFICATIONS Candidate makes modifications to assessments that align with the instructional needs of identified students. CAEP 1.1 INTASC 1	Modifications to assessments are missing or do not align with the instructional needs of identified students (i.e. IEP or 504 plan); modified assessment(s) is/are not included with plan. OR Fails to meet the level of 'Meets Expectation'	Modifications to assessments are planned AND align with the instructional needs of individual students (i.e., ELLs, struggling learners, IEP or 504 plan, Advanced Students, etc.); AND modified assessment tool(s) is/are included with plan.	Modifications to assessments are planned AND align with the instructional needs of individual students (i.e., ELLs, Struggling learners, IEP or 504 plan, Advanced Students, etc.); AND modified assessment tool(s) is/are included with plan AND a justification for the design is based on observations of previous learning and/or assessment data.

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ACADEMIC LANGUAGE- IDENTIFYING AND SUPPORTING LANGUAGE DEMANDS- Candidate identifies vocabulary and language demands and designs methods to support general, targeted, and individuals to help students learn the academic/content vocabulary and language demands CAEP 1.1 INTASC 4	Language demands by the candidate are not consistent with the selected language function OR learning task OR Language supports are missing or not aligned with the language demands for the learning task OR Fails to meet the level of 'Meets Expectation'	Academic language supports (vocabulary, function, syntax, discourse) identified and are connected to the objective(s), rigorous state standard(s), and function of the language demand. AND Language supports are planned and described and directly support learners understanding and use of language demands	Academic language supports (vocabulary, function, syntax, discourse) identified and are connected to the objective(s), rigorous state standard(s), and function of the language demand. AND Language supports are planned and described and directly support learners understanding and use of language demands, with an explanation about how one or more of the language supports are designed or differentiated to meet the needs of students with differing language needs.
INSTRUCTION – SET/MOTIVATOR Candidate creates a set/motivator that restates and addresses the essential question and engages student interest in the content of the lesson, relates to previous learning, and uses knowledge of students' academic, social, and cultural characteristics. It includes what the teacher will do and what students are expected to do. CAEP 1.1 INTASC 7	Set/Motivator is missing or does not raise interest toward essential question, I can statement, objective(s), unclear what teacher and/or students will do. OR Fails to meet the level of 'Meets Expectation'	Set/Motivator engages student interest and connects with the essential question (I can statement), or objective(s), explaining what teachers will do and what students are expected to do.	Set/Motivator engages student interest and connects with the essential question, I can statement, objective(s), explaining what teachers will do and what students are expected to do, AND plans for prompting links to previous learning and uses that knowledge of students' academic, social, and cultural characteristics.

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INSTRUCTION – INSTRUCTIONAL PROCEDURES/LEARNING TASKS Candidate designs instructional procedures/learning tasks that illustrate step-by-step details of lesson content aligned with objectives and utilizing a variety of teaching strategies (e.g. guided practice, independent practice, think-pair-share, think aloud, QAR, etc.). It includes what the teacher will do and what students are expected to do. CAEP 1.1 INTASC 8	Does not align with the objective(s) or addresses <u>only part</u> of objective(s) listed; step-by-step sequencing of lesson is undefined; unclear what teacher and/or students will do; inappropriate teaching strategies used; inaccurate content. OR Fails to meet the level of 'Meets Expectation'	Instructional Procedures/Learning Tasks align with the objective(s), reflect accurate content, provide detailed step-by-step instructions for what the teacher will do and what students are expected to do.	Instructional Procedures/Learning Tasks align with the objective(s), reflect accurate content, provide detailed step-by-step instructions for what the teacher will do and what students are expected to do; utilizing a variety of teaching strategies beyond guided practice & independent practice (e.g., think-pair-share, think aloud, QAR, etc.).
INSTRUCTION – QUESTIONS AND/OR ACTIVITIES FOR HIGHER ORDER THINKING – Candidate plans opportunities for questions that are open ended and cannot be answered by yes/no and are asked at throughout the lesson and guide, rather than direct student thinking. CAEP 1.1 INTASC 5	No open ended questions are included in lesson plan, or questions direct student thinking. OR Fails to meet the level of 'Meets Expectation'	Questions are open ended, planned throughout the lesson.	Questions are open ended, planned throughout the lesson, and guide, rather than direct student thinking.
INSTRUCTION – CLOSURE – Candidate proposes closure activities/activity that makes clear connections to real-world situations and requires students to reflect on and apply their learning through verbal or written expression. It includes what the teacher will do and what students are expected to do. CAEP 1.1 INTASC 5	No plans for closure; unclear what teacher and/or students will do during closure. OR Plans do not include opportunities for students to connect to real-world situations and/or reflect and apply their learning through verbal or written expression. OR Fails to meet the level of 'Meets Expectation'	Closure provides instructions for how teacher and students will make connections to real world situations, requires students to reflect on their learning, and includes plans for verbal or written expression of learning so that students evaluate their own abilities to apply their knowledge to the content.	Closure provides instructions for how teacher and students will make connections to real world situations, requires students to reflect on their learning, and includes plans for verbal or written expression of learning so that students evaluate their own abilities to apply their knowledge to the content AND discusses how today's learning supports/ relates to tomorrow's learning.

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INSTRUCTION – MEETING INDIVIDUAL NEEDS & GROUP NEEDS– Candidate makes adaptations tied to the learning objective(s) that support specific individual or group learning, including requirements in IEP and 504 plan(s). CAEP 1.1 INTASC 1	No evidence of planned supports. OR No plans for any instructional requirements stated in IEPs and/or 504 plan(s). OR Fails to meet the level of 'Meets Expectation'	Adaptations are planned that tie to the learning objectives AND support specific individuals, specific groups, and/or whole group learning.	Adaptations are planned that tie to the learning objectives AND support individuals or specific groups, and/or whole group learning, AND the supports are justified based on observations of previous learning and/or assessment data.
MATERIALS/RESOURCES– Candidate develops plans that incorporate specific and appropriate materials and resources including how these will be used and modeled to engage students and add value to and improve students' learning. CAEP 1.5 INTASC 4	Materials/ Resources not included in lesson plan; OR Not appropriate for content or level of students; OR is not modeled for student use, rather is teacher centered. OR Fails to meet the level of 'Meets Expectation'	Materials and Resources are appropriate for content and level of students and are modeled, and plans are made for student use.	Materials and Resources are appropriate for content and level of students and are modeled, and plans are made for student use AND describes how materials/resources add value, depth, and extend students' learning.
TECHNOLOGY Candidates identify technology within the learning task to improve student learning and their own professional growth as teachers. Candidates provide an explanation as to how the technology will improve: (a) student learning environment, (b) support a variety of learning needs, and (c) enhance the design and implementation of formative and summative assessments to inform instruction. ISTE Standards 1, 5, & 6 INTASC 9	Technology is not identified and explained in the lesson plan; OR Not appropriate for content or level of students with diverse learning needs and the student learning environment OR Does not include a description of how technology is used to support formative and/or summative assessment to inform instruction OR Fails to meet the level of 'Meets Expectation'	Technology is adequately identified and explains how the technology will improve student learning. AND is appropriate for content or level of students with diverse learning needs and the student learning environment.	Technology is adequately identified and explains how the technology will improve student learning. AND is appropriate for content or level of students with diverse learning needs and the student learning environment. AND Includes a description of how technology is used to support formative and/or summative assessment to inform instruction

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MANAGEMENT – Candidate anticipates and plans for processes and procedures, transitions from one activity to another, strategies for gaining attention, motivating students to engage in the lesson and focus on learning, (e.g., work boards, posted procedures, modeling, positive feedback, reflection). Expectations are explicitly outlined and included as part of the instructional process. CAEP 1.1 INTASC 3	No plans for management issues are stated. OR Fails to meet the level of 'Meets Expectation'	Management plans explicitly state procedures, transitions, and strategies for forming groups, gaining students' attention, motivating students to engage in the lesson and focus on learning.	Management plans explicitly state procedures, transitions, and strategies for forming groups, gaining students' attention, motivating students to engage in the lesson and focus on learning, AND expectations are explicitly outlined for students so they know what to do and these expectations are included as part of the instructional process.
WRITING CLARITY – Lesson plans are written clearly, free of grammatical errors. CAEP 1.2	Lesson plan is not clearly written, OR Lesson plan contains many grammatical errors. OR Fails to meet the level of 'Meets Expectation'	Lesson plan is clearly written and contains minimal grammatical errors.	Lesson plan is clearly written and contains NO grammatical errors.