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| **Lesson Plan Rubric** | Goal | Emerging | Not Yet |
| **Instructional Plans**  | Instructional plans include: • measurable and explicit goals aligned to state content standards; • activities, materials, and assessments that: o are aligned to state standards. o are sequenced from basic to complex. o build on prior student knowledge, are relevant to students’ lives, and integrate other disciplines. o provide appropriate time for student work, student reflection, and lesson unit and closure; • evidence that plan is appropriate for the age, knowledge, and interests of all learners; and • evidence that the plan provides regular opportunities to accommodate individual student needs.  | Instructional plans include: • goals aligned to state content standards; • activities, materials, and assessments that: o are aligned to state standards. o are sequenced from basic to complex. o build on prior student knowledge. o provide appropriate time for student work, and lesson and unit closure; • evidence that plan is appropriate for the age, knowledge, and interests of most learners; and • evidence that the plan provides some opportunities to accommodate individual student needs.  | Instructional plans include: • few goals aligned to state content standards; • activities, materials, and assessments that: o are rarely aligned to state standards. o are rarely logically sequenced. o rarely build on prior student knowledge. o inconsistently provide time for student work, and lesson and unit closure; • little evidence that the plan provides some opportunities to accommodate individual student needs.  |
| **Student Work**  | Assignments require students to: • organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; • draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and • connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.  | Assignments require students to: • interpret information rather than reproduce it; • draw conclusions and support them through writing; and • connect what they are learning to prior learning and some life experiences.  | Assignments require students to: • mostly reproduce information; • rarely draw conclusions and support them through writing; and • rarely connect what they are learning to prior learning or life experiences.  |
| **Assessment**  | Assessment Plans: • are aligned with state content standards; • have clear measurement criteria; • measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); • require extended written tasks; and • include descriptions of how assessment results will be used to inform future instruction.  | Assessment Plans: • are aligned with state content standards; • have measurement criteria; • measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); • require written tasks | Assessment Plans: • are rarely aligned with state content standards; • have ambiguous measurement criteria; • measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); and • include performance checks, although the purpose of these checks is not clear.  |

**This rubric was adapted from the “Planning” Domain of the TEAM General Educator Rubric**