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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**