

Candidate Name: _____ ID # _____ Date: _____

Grade Level: _____ Subject//Content Taught: _____

Austin Peay State University Instructional Lesson Plan Rubric

Criteria	No Evidence (Level 0)	Unacceptable (Level 1)	Acceptable (Level 2)	Exemplary (Level 3)
I. Lesson Plan Components				
1. Lesson Description <ul style="list-style-type: none"> • Topic • Grade • Subject • Time Period • Date 	No evidence provided.	Inadequate description given of the lesson.	Adequate description of the lesson.	
2. Standards	No evidence provided.	One or more standards are missing. Standards selected are not a fit with objective.	Lesson plan is aligned with Tennessee State Standards and Performance Indicators and sequence of curriculum.	
3. Performance Objective(s)	No evidence provided.	More than one of the elements is missing Unclear or inappropriate. Stated as activities rather than as measureable learning outcomes.	Objective(s) clearly stated and with measureable outcome. All elements included and directly tied to assessment.	Objectives are aligned to the standards and the assessments. Candidate clearly demonstrates extensive knowledge of the fundamental content of the lesson by creating age and grade level appropriate objectives for learning outcomes of the unit. Candidate effectively links these objectives to appropriate content. Correlates those objectives to the standards and assessments and to Taxonomy (such as Bloom's). All three learning domains (cognitive, affective, and psychomotor, if appropriate) are directly linked to the objectives.
4. Assessment <ul style="list-style-type: none"> • Measures each objective • Modifications included, if applicable 	No evidence provided.	Assessments and modifications are not provided, or are limited or inappropriate.	Describes the form of assessment planned to measure each objective and describes any modifications. All assessment and scoring sheets are attached.	Assessments are grade level appropriate, developmentally appropriate, and student constructed Assessments and scoring sheets are aligned with objectives and state standards ,modifications described.

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5. Materials <ul style="list-style-type: none"> • Identification of materials needed to teach this objective including, appropriate technology. 	No evidence provided.	Listing of resources is incomplete and not clearly integrated into the lesson. Technology is missing or inappropriate for objective.	Listing of materials and resources is given and grade-level and developmentally appropriate.	Materials and resources are integrated into the lesson and make a significant contribution to learning. Technology well integrated into lesson, if appropriate for lesson.
II. Instruction				
6. Introduction <ul style="list-style-type: none"> • Creates a focus • Involves students • Builds on prior knowledge 	No evidence provided.	Fails to motivate students and prevent students from making connections. Introduction overwhelms instruction.	Focus activity is appropriate and makes connection for students.	Lesson creates a seamless focus for students. Novel, and successfully gains every student's attention.
7. Instruction <ul style="list-style-type: none"> • Instructional methods vary within discipline • Consistent with best practice and with the pedagogical model for that discipline. • All steps/components of the instructional model present. 	No evidence provided.	Methods and strategies are unclear or inappropriate for the content or student needs. The syntax /components of the method/model have more than one error. Strategies do not relate to the objectives or assessment.	Methods and strategies (both direct and indirect) are detailed and are appropriate for instructional objectives. All components/syntax of the instructional method or model are present.	Methods and strategies (both direct and indirect) are detailed and are appropriate for instructional objectives. All components/syntax of the instructional method or model are present. Strategies are creative, unique and innovative, and candidate-generated. Assessment is embedded in instruction and is seamless with instruction.
8. Closure <ul style="list-style-type: none"> • Student involvement 	No evidence provided.	Does not relate to key points of the lesson. Student's are not involved in closure.	Partial summary/ review but not all critical attributes key are included.	Provisions are made for key points/critical attributes of the lesson to be summarized and reviewed using student responses. Includes review, student involvement and preview for upcoming lessons.
9. Modification to	No evidence provided.	No modifications to the lesson are	Acceptable modifications are included	Modifications are appropriate,

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Criteria	No Evidence (Level 0)	Unacceptable (Level 1)	Acceptable (Level 2)	Exemplary (Level 3)
Instruction		indicated or unacceptable.	for all students with special needs.	unique, and developmentally acceptable for each student with disabilities. Modifications are directly linked to the objectives and the assessments.
III. Lesson Reflection				
10. Reflection • To be completed only when lesson is actually implemented	No evidence provided.	Fails to identify important factors related to success or failure of lesson and/or student outcomes. Recommendations for future lessons missing or vague.	Partially identifies key factors related to success or failure of the lesson and/or student outcomes. Recommendations for future lessons not clearly related to outcomes.	Success of lesson judged on student outcomes with descriptions of what went well and what needs improvement. Explores multiple hypotheses for why some children did not meet the objective(s). Key factors which lead to the success or lack of success are identified. Ideas are provided for redesigning objectives, instruction and evaluation as well as how changes would improve student learning.
IV. Student Writing and Conventions				
11. Mechanics	No evidence provided.	5 or more mechanics errors found in the lesson plan. Word processor not used.	No more than 4 mechanics errors found. Word processor used.	No mechanics errors found in the lesson plan. Word Processor used.
12. Grammar/Usage	No evidence provided.	3 or more grammar or usage errors found in lesson plan.	No more than 2 grammar or usage errors found in lesson plan. Phrases used as needed.	No grammar or usage errors found in the lesson plan. Complete sentences used as appropriate but phrases acceptable and used as needed.

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Instructional Lesson Plan Rubric - Scoring Sheet

Candidate Name _____ ID# _____ Course _____ Instructor _____

Program _____ Intended Area(s) of Licensure _____

Title of Lesson Plan _____ Grade level _____ Semester _____

Please have candidate complete the information at the top of this form before scoring work sample. Instructor determines if elements are weighted.

					Comments
	Rubric Elements	Rubric Level	Weight Assigned	Total Score	
Lesson Plan Components	1. Lesson Planning	0 1 2 3			
	2. Standards	0 1 2 3			
	3. Performance Objective	0 1 2 3			
	4. Assessment	0 1 2 3			
	5. Materials	0 1 2 3			
Lesson Development	6. Introduction	0 1 2 3			
	7. Instruction	0 1 2 3			
	8. Closure	0 1 2 3			
	9. Modification to Instruction	0 1 2 3			
Lesson Reflection	10. Reflection	0 1 2 3			
Writing Conventions	11. Mechanics	0 1 2 3			
	12. Grammar/Usage	0 1 2 3			
Grand Total Score: _____					Scoring Guide: ____pts. = <u>Exemplary</u> ____pts = <u>Acceptable</u> Less than ____pts = <u>Developing</u>