

LESSON PLAN RUBRIC

General Information

Custom Form

**Preview**

**ESTABLISHING THE LESSON FRAMEWORK**

**Establishing the Lesson Framework\***

	Unacceptable	Acceptable	Target	Score
TEKS/ Applicable Student Expectations <input type="checkbox"/> NA	<input type="radio"/> 1 _____ The knowledge and skill statement and student expectation(s) are NOT written and aligned with the goals and objectives of the lesson.	<input type="radio"/> 2 _____ The knowledge and skill statement and student expectation(s) are written and aligned with the goals and objectives of the lesson.	<input type="radio"/> 3 _____ The entire knowledge and skill statement and student expectation(s) are clearly written and aligned with the goals and objectives of the lesson.	<input type="text" value="Score"/>
Objective <input type="checkbox"/> NA	<input type="radio"/> 1 _____ The objective does not <ul style="list-style-type: none"> <li>• identify the knowledge or skill, and/or</li> <li>• describe the action that will take place (not an activity), and/or</li> <li>• describe the conditions under which the action will take place,</li> <li>• is based on students' assessed needs and/or,</li> <li>• is not measurable.</li> </ul>	<input type="radio"/> 2 _____ The objective . . . <ul style="list-style-type: none"> <li>• somewhat identifies knowledge or skill, and</li> <li>• describes the action that will take place (not an activity),</li> <li>• describes the conditions under which the action will take place,</li> <li>• is based on students' assessed needs and,</li> <li>• is measurable.</li> </ul>	<input type="radio"/> 3 _____ The objective . . . <ul style="list-style-type: none"> <li>• clearly identifies knowledge or skill, and</li> <li>• describes in detail the action that will take place (not an activity), and</li> <li>• describes in detail the conditions under which the action will take place,</li> <li>• is based on students' assessed needs and,</li> <li>• is measurable.</li> </ul>	<input type="text" value="Score"/>
Rationale <input type="checkbox"/> NA	<input type="radio"/> 1 _____	<input type="radio"/> 2 _____	<input type="radio"/> 3 _____	<input type="text" value="Score"/>

Skip Navigation

The rationale does not describe the significance of the lesson and/or is not reasonably supported.	The rationale describes the significance of the lesson and is reasonably supported.	The rationale describes in detail the significance of the lesson and is reasonably supported.
Rubric Score:		
Rubric Mean:		

## DESIGNING SUPPORTIVE LEARNING ENVIRONMENTS

### Designing Supportive Learning Environments\*

	Unacceptable	Acceptable	Target	Score
Materials <input type="checkbox"/> NA	<input type="radio"/> 1 <hr/> Few or no supporting materials/resources needed for the lesson are identified/ referenced.	<input type="radio"/> 2 <hr/> Most supporting materials/resources needed for the lesson are identified/ referenced.	<input type="radio"/> 3 <hr/> All supporting materials/resources needed for the lesson are <b>explicitly</b> identified/ referenced.	<input type="text" value="Score"/>
Setting <input type="checkbox"/> NA	<input type="radio"/> 1 <hr/> The description of the classroom environment <b>does not</b> include all necessary components such as <ul style="list-style-type: none"> <li>• classroom arrangement;</li> <li>• materials management;</li> <li>• student grouping;</li> <li>• technology needs; and/or</li> <li>• safety concerns.</li> </ul>	<input type="radio"/> 2 <hr/> The description of the classroom environment includes <ul style="list-style-type: none"> <li>• classroom arrangement, and</li> <li>• materials management, and</li> <li>• student grouping, and</li> <li>• technology needs; and/or</li> <li>• safety concerns.</li> </ul>	<input type="radio"/> 3 <hr/> The description of the classroom environment supports the lesson and includes <ul style="list-style-type: none"> <li>• classroom arrangement, and</li> <li>• materials management, and</li> <li>• student grouping, and</li> <li>• technology needs; and/or</li> <li>• safety concerns.</li> </ul>	<input type="text" value="Score"/>
Student Needs <input type="checkbox"/> NA	<input type="radio"/> 1 <hr/> Student characteristics are <b>not</b> identified and/or <b>do not include</b> a description of prior	<input type="radio"/> 2 <hr/> Student characteristics are generally identified including a description of prior knowledge	<input type="radio"/> 3 <hr/> Student characteristics are specifically identified including a de	<input type="text" value="Score"/>

Skip Navigation

knowledge and special learning and physical accommodations/modifications.	and special learning and physical accommodations/modifications.	and special learning and physical accommodations/modifications.
		Rubric Score:
		Rubric Mean:

## INSTRUCTIONAL STRATEGIES

### Instructional Strategies\*

	Unacceptable	Acceptable	Target	Score
Introduction/Focus <input type="checkbox"/> NA	<input type="radio"/> 1 The introduction/focus <b>does not</b> <ul style="list-style-type: none"> <li>engage students' interest, and/or</li> <li>promotes student learning, and/or</li> <li>acknowledge prior knowledge; and/or</li> <li>address the overall learning objective.</li> </ul>	<input type="radio"/> 2 The introduction/focus <ul style="list-style-type: none"> <li>engages students' interest, and</li> <li>promotes student learning, and</li> <li>acknowledges prior knowledge; and</li> <li>addresses the overall learning objective.</li> </ul>	<input type="radio"/> 3 The introduction/focus <ul style="list-style-type: none"> <li>captures students' interest, and</li> <li>motivates student learning, and</li> <li>activates prior knowledge; and</li> <li>connects to the overall learning objective.</li> </ul>	<input type="text" value="Score"/>
Instructional Procedure <input type="checkbox"/> NA	<input type="radio"/> 1 The instructional design for lesson <ul style="list-style-type: none"> <li>is not aligned with the overall learning goals and objectives;</li> <li>does not support a particular instructional model, i.e., inquiry, direct instruction, cooperative learning, discovery learning, simulation, etc and/or</li> </ul>	<input type="radio"/> 2 The instructional design for this lesson <ul style="list-style-type: none"> <li>is aligned with the overall learning goals and objectives;</li> <li>supports a particular instructional models,</li> <li>includes most necessary components for the instructional model(s).</li> </ul>	<input type="radio"/> 3 The instructional design for this lesson <ul style="list-style-type: none"> <li>is aligned with the overall learning goals and objectives;</li> <li>supports a particular instructional model, i.e., inquiry, direct instruction, cooperative learning, discovery learning,</li> </ul>	<input type="text" value="Score"/>

Skip Navigation

	<ul style="list-style-type: none"> <li>does not include all necessary components for the instructional model are included.</li> </ul>		<ul style="list-style-type: none"> <li>includes all necessary components for the instructional mode.</li> <li>Focuses on learner's activity and participation in learning</li> </ul>	
Closure <input type="checkbox"/> NA	<input type="radio"/> 1 <hr/> The lesson closure does not provide opportunities for the summary of the key points of the lesson and the restatement of the instructional objective.	<input type="radio"/> 2 <hr/> The lesson closure provides opportunities for the summary of the key points of the lesson and the restatement of the instructional objective.	<input type="radio"/> 3 <hr/> The lesson closure provides opportunities <b>for the learner</b> to be included in the summary of the key points of the lesson and the restatement of the instructional objective.	<input type="text" value="Score"/>
Rubric Score:				
Rubric Mean:				

## EVALUATION STRATEGIES

### Evaluation Strategies\*

	Unacceptable	Acceptable	Target	Score
Assessment/ Evaluation <input type="checkbox"/> NA	<input type="radio"/> 1 <hr/> The assessment/evaluation <b>does not</b> measure the students' mastery of the intended goals, and aligns with objective(s); TEKS, and instructional strategies.  There are few or no opportunities for formative and summative assessments in the lesson where	<input type="radio"/> 2 <hr/> The assessment/evaluation measures the students' mastery of the intended goals, and aligns with objective(s); TEKS, and instructional strategies.  There are opportunities for formative and summative assessments in the lesson where applicable.	<input type="radio"/> 3 <hr/> The assessment/evaluation measures the students' mastery of the intended goals, and aligns with objective(s); TEKS, and instructional strategies.  There are opportunities for formative and summative	<input type="text" value="Score"/>
Skip Navigation				

applicable.	The assessment includes specific criteria that supports student learning as needed i.e. rubrics, checklists, and/or test items.	The assessment includes specific criteria that supports student learning as needed i.e. rubrics, checklists, and/or test items.
		Rubric Score:
		Rubric Mean:

---

**GRADE**

**Total Score:**

**Total Mean:**

Update

[Cancel](#)

Skip Navigation

[Skip Navigation](#)

[Skip Navigation](#)

[Skip Navigation](#)



[Skip Navigation](#)

[Skip Navigation](#)

[Skip Navigation](#)

[Skip Navigation](#)

