

Rubric for Lesson Plan Development

	Insufficient	Emerging	Proficient	Distinguished	Score
	1	2	3	4	
Task A 1					
Context	<p>Descriptions of school, classroom and curricular contexts are missing or are at surface level only, suggesting limited understanding of contextual factors impacting the learner.</p> <p>Descriptions of social, political, families and community contexts are at the surface level only, suggesting limited understanding of contextual factors impacting the learner. The candidate does not indicate how the school takes into account diversity elements e.g. English language learners (ELL), cultural/ linguistic, SES, gender, sexual orientation,</p>	<p>Descriptions of school, classroom and curricular contexts vary in depth and richness. Some are supported by relevant data where appropriate and available. This indicates a good understanding of the impact of some but not all of the contextual factors impacting the learner.</p> <p>Descriptions of social, political, families and community contexts vary in depth and richness. Some are supported by relevant data where appropriate and available. This indicates a good understanding of the impact of some, but not all, diversity elements impacting the learner. The candidate indicates how the school takes into account some diversity elements.</p>	<p>Descriptions of school, classroom and curricular contexts are rich and are supported by relevant data where appropriate and available, indicating a good understanding of many factors impacting the learner.</p> <p>Descriptions of social, political, families and community contexts are rich and are supported by relevant data where appropriate and available. This indicates a good understanding of diversity elements impacting the learner. The candidate identifies and briefly describes a specific strategy that indicates how the school takes into account at</p>	<p>Descriptions of school, classroom and curricular contexts are rich and are supported by relevant data where appropriate and available, indicating a good understanding of all factors impacting the learner. Descriptions indicate how this knowledge will impact the candidate's teaching.</p> <p>Descriptions of social, political, families and community contexts are rich and are supported by relevant data where appropriate and available. This indicates a very solid understanding of diversity elements impacting the learner. The candidate describes how this knowledge will impact her/his teaching. Candidate identifies specific</p>	

	HAGT or disability practices.		least two elements.	strategies which are thoroughly described.	
Lesson Plan					
<p>Instruction Goals and Objectives</p> <p>Bloom's Taxonomy</p> <p>Essential Questions</p>	<p>Goals/Objectives may not be goals/objectives at all, but rather activities. When stated, they are vague, trivial, inappropriate and/or not connected to the instruction and/or student needs.</p> <p>EQ(s) is too simple will not help students think critically</p>	<p>Goals/Objectives are vaguely articulated, of limited significance, and loosely related to the instruction or student needs</p> <p>EQ(s) is open-ended and encourages some higher order thinking.</p>	<p>Sets appropriate learning goals/objectives based on knowledge of student needs.</p> <p>EQ(s) is open-ended and encourages higher order thinking.</p> <p>EQ(s) help students conceptualize the theme of the lesson and challenge students to think critically.</p>	<p>Sets high, worthwhile, and appropriate learning goals/objectives based on detailed knowledge of student needs.</p> <p>EQ(s) is open-ended and encourages higher order thinking.</p> <p>EQ(s) help students conceptualize the theme of the lesson and challenge students to think critically.</p> <p>EQ(s) also prompt students to develop a plan of action and require them to construct their knowledge by connecting the topic to what they've learned previously.</p>	
KCAS	Does not cite KY Core Academic Standards and Objectives as a part of lesson planning; inadequate objectives to meet goals of the lesson plan.	Is beginning to cite objectives in terms of KY Core Academic Standards and Objectives; objectives somewhat meet the goals of the lesson.	Cites somewhat descriptive objectives in terms of KY Core Academic Standards and Objectives for most of the lesson; objectives adequately meet	Cites thorough and descriptive objectives in terms of KY Core Academic Standards and Objectives; objectives are clearly tied to all aspects of the lesson.	

			the goals of the lesson.		
Differentiated Instructional Strategies	Instructional strategies are missing or strategies used are inappropriate.	Some instructional strategies are appropriate for learning outcome(s). Some strategies are based on a combination of practical experience, theory, research and documented best practice.	Most instructional strategies are appropriate for learning outcome(s). Most strategies are based on a combination of practical experience, theory, research and documented best practice.	Instructional strategies appropriate for learning outcome(s). Strategy based on a combination of practical experience, theory, research and documented best practice.	
	Fails to use appropriate instructional strategies; there is no positive effect on learning	Limited variety of instructional strategies; little positive effect on learning	Sometimes varies instructional strategies; uses strategies that have some positive effects on learning	Uses a variety of instructional strategies; uses strategies that have a positive effect on student learning; uses technology	
	Materials, activities and strategies do not fully reflect the needs of students. Activities are not developmentally appropriate; activities do not allow for student participation or use of students' schema.	Some of the lesson includes materials, activities and strategies that reflect the needs of students. Some activities are developmentally appropriate; lesson is beginning to incorporate schema building and student participation.	Most of the lesson includes materials, activities and strategies that reflect the needs of students. Most activities are developmentally appropriate; most activities and strategies include some student participation and schema building.	Entire lesson includes materials, activities and strategies that reflect the differing needs of students (learning styles, etc.). All activities and strategies are developmentally appropriate; activities include maximum student participation and schema building.	
	Activities that differentiate the content, process, product and /or learning environment are not identified.	General activities that differentiate the content, process, product, and/or learning environment are identified but	Specific activities that differentiate the content, process, product, and/or learning environment are designed to improve	Specific activities that differentiate the content, process, product, and/or learning environment are designed to provide advanced achievement for all	

	Research-based strategies are not identified.	detail is lacking in one or more of the critical areas. Is beginning to identify research-based strategies,	achievement for all learners. Research-based strategies are described to meet the needs of all learners.	learners. Research-based strategies are effectively described to challenge all learners	
Differentiated Assessment	Method for assessing student learning and evaluating instruction is missing.	Method for assessing student learning and evaluating instruction is vaguely stated. Assessment is teacher dependent.	Method for assessing student learning and evaluating instruction is present. Can be readily used for expert, peer, and/or self-evaluation.	Method for assessing student learning and evaluating instruction is clearly delineated and authentic. Can be readily used for expert, peer, and/or self-evaluation.	
Formative	Fails to apply appropriate assessment strategies to measure student knowledge and performance; assessments not consistent with objectives and procedures; no variety of assessment procedures.	Applies some appropriate assessment strategies to measure student knowledge and performance <u>during the learning process</u> ; some assessment is consistent with objectives and procedures; limited variety of assessment procedures.	Applies more appropriate assessment strategies to measure student knowledge and performance <u>during the learning process</u> ; most assessment is consistent with objectives and procedures; provides some variation in assessment procedures.	Applies appropriate assessment strategies to measure student knowledge and performance <u>during the learning process</u> ; assessment is consistent with objectives and procedures; utilizes a variety of assessment procedures.	
Summative	Fails to apply appropriate assessment strategies to measure student knowledge and performance; assessments not consistent with objectives and procedures; no variety of	Applies some appropriate assessment strategies to measure student knowledge and performance <u>at the completion of the learning process</u> ; some assessment is consistent with	Applies more appropriate assessment strategies to measure student knowledge and performance <u>at the completion of the learning process</u> ; most assessment is consistent with	Applies appropriate assessment strategies to measure student knowledge and performance <u>at the completion of the learning process</u> ; assessment is consistent with	

	assessment procedures.	objectives and procedures; limited variety of assessment procedures.	objectives and procedures; provides some variation in assessment procedures	objectives and procedures; utilizes a variety of assessment procedures.	
Technology Used	<p>Selection and application of technologies is inappropriate limited or absent to meet learning environment and outcomes.</p> <p>Technologies applied do not affect learning and are not utilized to support instruction.</p>	<p>Selection and application of technologies is becoming appropriate to meet learning environment and outcomes.</p> <p>Technologies are utilized to support instruction.</p>	<p>Selection and application of technologies is basically appropriate for learning environment and outcomes. Some technologies applied enhance learning for some students.</p> <p>Technologies are utilized, and are appropriate for the learners and provide for optimal student learning.</p>	<p>Selection and application of technologies is appropriate for learning environment and outcomes. Technologies applied to enhance learning for all students.</p> <p>A range of technologies are effectively integrated into the context of the lesson, engaging to learners and provide for optimal student learning. Additional resources and their uses are listed for extended learning activities</p>	
Differentiated Materials Needed	<p>Material list is missing.</p> <p>Use of resources & materials is limited or absent.</p> <p>Materials fail to fully fit the context of the lesson and needs of the students</p>	<p>Some materials necessary for student and teacher to complete lesson are listed, but list is incomplete.</p> <p>Resources & materials are utilized to support instruction and are appropriate for some learners.</p>	<p>Most materials necessary for student and teacher to complete lesson are listed.</p> <p>Resources & materials are utilized, are appropriate for most learners and provide for optimal student learning.</p>	<p>All materials necessary for student and teacher to complete lesson clearly listed.</p> <p>A range of resources & materials are effectively integrated into the context of the lesson, engaging all learners and providing for optimal student</p>	

				learning. Additional resources are listed for extended learning activities.	
Organization and Presentation	Lesson plan is unorganized and presentation is not professional.	Lesson plan is organized, but not professionally presented.	Lesson plan is organized and professionally presented.	Complete package is well organized and very professional.	
Spelling And Grammar	Lesson plan includes numerous grammatical and spelling errors.	Lesson plan includes several errors in spelling and grammar	Lesson has few grammatical and spelling errors	Entire lesson is free of grammatical and spelling errors	
Task C					
Reflection	<p>Reflection may be missing or seems disconnected from the instructional evidence.</p> <p>Inaccurate, limited or no evidence related to an analysis of student learning and teacher performance in planning, instruction, environment and professionalism.</p>	<p>Describes and analyzes teaching, but reflection may be vague, general, and/or focused solely on the procedural aspects of teaching.</p> <p>Partially analyzes student learning and teacher performance in planning, instruction, environment and professionalism. Some reflection is evident.</p>	<p>Describes and analyzes teaching with accuracy; reflects on some implications for future lessons</p> <p>Analyzes evidence of student learning and teacher performance in planning, instruction, environment and professionalism. All areas of performance receive some objective reflection</p>	<p>Describes teaching accurately and, analyzes it fully and thoughtfully; reflects in-depth on its implications and significance for future lessons.</p> <p>Thoroughly analyzes evidence of student learning. A reflection of teacher performance encompasses the domains of planning, instruction, environment and professionalism. All areas of performance receive in-depth objective reflection. Data or products are utilized in the analysis.</p>	

Revision	Discussion of what changes would be made for re-teaching the lesson is incomplete or missing.	Discussion of what changes would be made for re-teaching the lesson is somewhat vague.	Discussion of what changes would be made for re-teaching the lesson; explanation of some specifics about what changes would take place is provided.	Discussion of what changes would be made for re-teaching the lesson is clear, in-depth and thoughtful with valid explanation of why the changes would need to be implemented.	
	<p>No attempt to analyze the data or draw conclusions. There is no attempt to link the data to prior knowledge.</p> <p>Does not use assessment and data in instructional planning.</p>	<p>Rarely attempts to identify trends and draw conclusions from the data. Rarely attempts to make some links to prior knowledge.</p> <p>Rarely uses assessment and data in instructional planning.</p>	<p>Usually draws conclusions from the data. Usually makes some links to prior knowledge.</p> <p>Usually uses assessment and data in instructional planning.</p>	<p>Routinely identifies trends and draws conclusions from the data that relates to standards or student learning. Routinely relates the presented data to previous or new knowledge.</p> <p>Routinely uses assessment and data in instructional planning:</p> <ul style="list-style-type: none"> •Uses data to select instructional strategies. •Has evidence of linking assessment, data and instruction. •Develops assessment methods to progress, plan and pace instruction •Maintains consistent records of task completion and student performance. •Reports student progress. 	
				Total Points	