Name:
EDUC 241: Lesson Plan Rubric

Criteria	Distinguished (100%)	Accomplished (75%)	Emerging (50%)	Novice (0-25%)	Points
Content Standard(s)	Appropriate WV College- and Career-Readiness Standard(s) is/are correctly identified (e.g., includes written standard and the number).	Appropriate WV College- and Career-Readiness Standard(s) is/are identified (e.g., omits either the written standard or the number).	WV College- and Career-Readiness Standard(s) do/does not align tightly with the lesson goal(s), objective(s), &/or activities.	Appropriate WV College- and Career-Readiness Standard(s) is/are not identified.	/2
Objective(s)	Objectives are clearly measurable, avoid ambiguous language, & are age-appropriate (e.g., describe audience, behavior, condition, & degree).	Objectives are measurable but use ambiguous language, or are not age-appropriate (e.g., the condition is unclear).	Objectives are not measurable, use ambiguous language, &/or are not age-appropriate (e.g., the behavior and degree are unclear).	Objectives are not measurable, use ambiguous language, & are not age-appropriate.	/12
Introduction	The lesson begins with **each** of the following: ● Schema activation, ● Makes the learning goal explicit to students, **&** ● Provides students with an overview of the lesson.	The lesson begins with **two** of the following: ● Schema activation, ● Makes the learning goal explicit to students, **or** ● Provides students with an overview of the lesson.	The lesson begins with **one** of the following: ● Schema activation, ● Makes the learning goal explicit to students, **or** ● Provides students with an overview of the lesson.	The lesson begins with **none** of the following: ● Schema activation, ● Makes the learning goal explicit to students, **or** ● Provides students with an overview of the lesson.	/8
Teaching Procedures/ Learning Strategies	All directions or explanations are clearly written (e.g., a substitute teacher could enact this plan).	Most directions or explanations are written (e.g., teacher scripting **or** descriptions of what students will do should be more thorough).	Some directions or explanations are written (e.g., teacher scripting **and** descriptions of what students will do should be more thorough).	Few (if any) written directions or explanations are clear.	/16
Instructional Model*	Activities are highly effective representations of specific instructional model (e.g., engages learners in activity that exemplifies a particular model such as direct instruction).	Written plan **and/or** activities are generally effective representations of specific instructional model (e.g., uses terminology or engages learners in activity that aligns with a particular model such as inquiry).	Written plan **or** activities are somewhat effective representations of specific instructional model (e.g., uses terminology or engages learners in activity that loosely aligns with designated model).	Written plan **and** activities are ineffective representations of specific instructional model (e.g., uses terminology or engages learners in activity that clash with designated model or fails to designate a particular model).	/12
Closure	The written plan concludes with a brief **review** to check for learner understanding **& preview** upcoming lesson(s).	The written plan for closure **either** omits a brief review **or** does not preview upcoming lesson(s).	The written plan for closure omits a brief review **and** does not preview upcoming lesson(s).	The written plan does not conclude the lesson in an orderly fashion.	/8
Timing	The written plan forecasts reasonable time estimates for each activity.	The written plan forecasts reasonable time estimates for most activities.	The written plan forecasts somewhat unrealistic time estimates for several activities.	The written plan forecasts unrealistic time estimates or omits time estimates for most/all activities.	/8
Differentiation & Accommodations	Lesson offers learners supplemental means of accessing content &/or multiple modes of expressing understanding that accommodate **specific** learning need(s) in highly effective way(s) (e.g., accommodates **specific** learning need **and** explicitly references a relevant UDL Guideline or IEP protocol).	Lesson offers learners supplemental means of accessing content &/or multiple modes of expressing understanding that accommodate **diverse** learning need(s) in generally effective way(s) (e.g., accommodates **generic** learning need **or** omits relevant UDL Guideline).	Lesson offers learners **some** supplemental means of accessing content &/or multiple modes of expressing understanding that accommodate **diverse** learning need(s) in somewhat effective way(s) (e.g., accommodates **generic** learning need **and** omits relevant UDL Guideline).	Lesson does not offer supplemental means of accessing content **nor** multiple modes of expressing understanding (e.g., does not explicitly accommodate diverse learning need).	/8

Technology Integration	The lesson leverages technology in way(s) that <u>clearly make(s) instruction more effective</u> **&/or** <u>provide(s) hands-on opportunities for students to engage with</u> digital learning content.	The lesson leverages technology in way(s) that <u>arguably enhance teaching</u> **&/or** <u>learning</u>.	The lesson leverages technology in way(s) that <u>replicate analog practices</u>.	The lesson <u>does not fulfill expectation</u> to integrate technology or <u>does not provide sufficient description to warrant evaluation</u>.	/8
Formative Assessment	Plan for formative assessment <u>tightly aligns</u> with learning goal(s) **and** enables responsiveness to needs of <u>each student</u>.	Plan for formative assessment <u>generally aligns</u> with learning goal(s) **&/or** enables responsiveness to needs of <u>groups of learners</u>.	Plan for formative assessment <u>partially aligns</u> with learning goal(s) **&/or** enables responsiveness to needs of <u>the whole class</u>.	Does not articulate formative assessment plan that aligns with learning goal(s) **&/or** the plan does not enable responsiveness to student needs.	/10
Resources/ Materials	<u>All</u> materials that are to be used by the teacher and students are **listed &** <u>all</u> handouts, PowerPoint slides, practice problems, etc. that are described in written plan are **included** with the submission.	<u>Most</u> materials that are to be used by the teacher and students are **listed &/or** <u>most</u> handouts, PowerPoint slides, practice problems, etc. that are described in written plan are **included** with the submission.	<u>Some</u> materials that are to be used by the teacher and students are **listed &/or** <u>some</u> handouts, PowerPoint slides, practice problems, etc. that are described in written plan are **included** with the submission.	Materials that are to be used by the teacher and students are **<u>not listed</u> &** handouts, PowerPoint slides, practice problems, etc. that are described in written plan are **<u>not included</u>** with the submission.	/8
Totals					/100

*The *instructional model* criterion fits with the goals of EDUC 241. Professors may opt to use an alternative criterion and performance descriptors for this row to better align with the goals of their course(s).

Criteria and performance descriptors adapted from: <u>Brigham Young University</u> (2021), <u>Indiana University at Indianapolis</u> (n.d.), Sherrington and Caviglioli (2023), <u>WVDE Evaluation Rubric for Teachers</u> (2018), <u>WVTPA</u> (n.d.).