**Lesson Plan Rubric**

[Title of Lesson]

*This lesson plan rubric was developed by the Mayville State University Division of Education and Psychology and is based on the required lesson plan template and scales used by all MSU Preservice Teachers.*

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| **Elements** | **Ready for Publication** | **Publishable with Minor Editing** | **Publishable with Major Editing** | **Not Publication Quality** |
| **Desired Results** (InTASC 4) | | | | |
| **Purpose** | Includes a well-explained purpose for learning that supports students’ understanding of how objectives have endurance & leverage | Includes purpose state that explains why student need to know the content of the lesson | Purpose for learning is stated but lack specificity and/or application | Purpose statement is insufficient in assisting students to understand how the objectives has endurance and leverage |
| ***Comments:*** |  | | | |
| **Standards** | Alignment of objectives and instruction with standards is accurate & reflects more than one content area | Standard(s) chosen align with lesson objective(s), assessment, or learning plan | Alignment with standards is partially accurate and/or incomplete | Standards are present but lack alignment or are inaccurately aligned with the lesson |
| ***Comments:*** |  | | | |
| **Objectives** | Well written objectives are specific, measurable, attainable, realistic, and are incorporated with standards, assessment, and learning plan | Satisfactory objective(s) are specific, measurable attainable, realistic, and aligned with standards, assessment, and learning plan | Marginal objective(s); lack one or more of the following qualities: specific, measurable attainable, and/or realistic & partially reflects the standards | Objective(s) are incomplete (lacking multiple qualities-specific, measurable attainable, and/or realistic) and lack a clear connection to standards |
| ***Comments:*** |  | | | |
| **Assessment Evidence** (InTASC 6) | | | | |
| **Evidence of meeting desired results** | Comprehensive assessment methods are equitable, clearly measure the standard and objectives and are sophisticated given the instructional strategies | Assessment demonstrates student knowledge / understanding of the lesson objectives | Acceptable assessment methods measure the standard and objectives and limited given the instructional strategies | Incomplete assessment methods that do not directly measure standard and objectives; unclear in connection to instructional strategies |
| ***Comments:*** |  | | | |
| **Learning Plan** (InTASC 4,5,7,8) | | | | |
| **Instructional Strategy** | Clear evidence of exemplary use of multiple research-based instructional strategies (direct, indirect, independent, experimental, or interactive) that match all objectives, content, & context | Research-based teaching strategies are use in the lesson plan and support differentiated instruction | Use of research-based instructional strategies within the lesson provide students limited support in meeting learning objectives | Research-based strategy may be selected but implemented incorrectly or is ineffective for objectives, content and context |
| ***Comments:*** |  | | | |
| **Technology Use** | Exemplary use of technology to enhance instructional strategies and assessment to fully support all students reaching objectives | Use of technology sufficiently supports objectives and content of the learning plan. | Minimal use of technology to carry out instruction or assessment. | Use of technology is ineffective to support instruction and/or assessment |
| ***Comments:*** |  | | | |
| **Hook & Hold** | Hook and hold engages students, stimulates curiosity and establishes a purpose | Hook and hold connects to the lesson and engages learners | Students are minimally engaged by the hook and hold | Hook and hold is attempted but does not engage learners |
| ***Comments:*** |  | | | |
| **Procedures**  **(includes materials)** | Procedures and detailed, logically sequenced, and follow the appropriate process given the chosen instructional strategy, cognitive level and grade; include exemplary use of delivery in small chunks, modeling, guided practice, and checks for understanding throughout the lesson | Procedures are appropriate and logically sequenced for instruction and include satisfactory delivery in small chunks, modeling, guided practice, and checks for understanding. | Procedures lack specificity and/or logical sequence, appropriate cognitive level, appropriateness for grade level; include minimal delivery in small chunks, modeling, guided practice, and checks for understanding. | Procedures are vague and/or do not contain the cognitive level necessary for content or grade level; limited inclusion of small chunks, modeling, guided practice, and/or checks for understanding. |
| ***Comments:*** |  | | | |
| **Summary** | Summary activity is connected to lesson objective(s), provides clear summary of what students have learned (assessment), ties main points into a coherent whole and provides preview of future lesson. | Lesson plan summary helps students organize their learning, reinforce major points and clarify any confusion | Minimal summary activity that describes the lesson activities | Attempts a summary activity |
| ***Comments:*** |  | | | |
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