
















## Tusculum College Lesson Plan Rubric

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives 	<ul style="list-style-type: none"> <li>Includes standard number(s) and wording.</li> <li>Measurable and explicit objective(s) aligned to state content standards</li> <li>Evidence that standard(s) and objective(s) are clearly and explicitly referenced throughout lesson</li> <li>Includes applicable CCSS literacy standards for science, social studies, and technical subjects and applicable Math Practice Standard.</li> </ul>	<ul style="list-style-type: none"> <li>Includes either standard number(s) or wording, but not both</li> <li>Objective(s) aligned to state content standards</li> <li>Standard(s) and objective(s) are referenced during lesson, but perhaps only at the beginning; connection to instruction and learning may be unclear.</li> <li>Includes CCSS literacy standards for science, social studies, and technical subjects and Math Practice Standard, but they may lack connection to the lesson</li> </ul>	<ul style="list-style-type: none"> <li>Does not include standard number(s) or wording</li> <li>Objective not aligned to state content standards</li> <li>Standard(s) and objective(s) not referenced during lesson and may not be connected to instruction and learning</li> <li>Does not include applicable CCSS literacy standards for science, social studies, and technical subjects and applicable Math Practice Standard.</li> </ul>
Big Idea(s)/Essential Question(s) and New Learning 	<ul style="list-style-type: none"> <li>Big Idea(s)/Essential Question(s) connect to lesson and place lesson in larger context of curriculum or real-world</li> <li>New Learning clearly outlines the appropriate new vocabulary, concepts, skills, and applications presented in lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Big Idea(s)/Essential Question(s) connect to lesson but lack context of curriculum or real-world.</li> <li>New Learning states some, but not all, of the appropriate new vocabulary, concepts, skills, and applications presented in lesson and may include inappropriate vocabulary, concepts, skills, and applications.</li> </ul>	<ul style="list-style-type: none"> <li>Big Idea(s)/Essential Question(s) are given but lack context of curriculum or real-world and connection to actual lesson.</li> <li>New Learning states only a few of the appropriate new vocabulary, concepts, skills, and applications presented in lesson and overlooks major new learning involved in the lesson.</li> </ul>
Summative Assessment 	<ul style="list-style-type: none"> <li>Includes explanation of an appropriate assessment of mastery of the lesson's objective(s)</li> </ul>	<ul style="list-style-type: none"> <li>Includes explanation of a summative-type assessment, but the assessment would not indicate mastery of the lesson's objective</li> </ul>	<ul style="list-style-type: none"> <li>Assessment explained would not be a summative assessment and would not indicate mastery of the lesson's objective.</li> </ul>
Instructional Strategies/Activities 	<ul style="list-style-type: none"> <li>Checked instructional strategies/activities are aligned to the standard(s), support the lesson's objective(s), and are included in the actual lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Checked instructional strategies/activities may be aligned to the standard(s), may support the lesson's objective(s) <b>or</b> may be included in the lesson, but not all.</li> </ul>	<ul style="list-style-type: none"> <li>Checked instructional strategies/activities are not related to either the standard(s) or objective(s) and are not included in the actual lesson.</li> </ul>
Materials and Resources 	<p>The materials and resources include <b>all</b> of the following that apply to the lesson:</p> <ul style="list-style-type: none"> <li>Materials for differentiation/Universal Design for Learning</li> <li>Multimedia and technology</li> <li>Resources beyond the school/curriculum texts</li> <li>Appropriately complex texts</li> </ul>	<p>The materials and resources include <b>most</b> of the following that apply to the lesson:</p> <ul style="list-style-type: none"> <li>Materials for differentiation/Universal Design for Learning</li> <li>Multimedia and technology</li> <li>Resources beyond the school/curriculum texts</li> <li>Appropriately complex texts</li> </ul>	<p>The materials and resources include <b>few</b> of the following that apply to the lesson:</p> <ul style="list-style-type: none"> <li>Materials for differentiation/Universal Design for Learning</li> <li>Multimedia and technology</li> <li>Resources beyond the school/curriculum texts</li> <li>Appropriately complex texts</li> </ul>

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Beginning 	<p>The beginning of the lesson includes effective plans for <b>all</b> of the following that apply to the lesson:</p> <ul style="list-style-type: none"> <li>○ Framing the lesson for the students</li> <li>○ Making connections to previous learning</li> <li>○ Making connections to life experiences</li> <li>○ Making connections to other disciplines</li> <li>○ Explicitly communicating objective(s)</li> <li>○ Hooking students' attention</li> </ul>	<p>The beginning of the lesson includes effective plans for <b>most</b> of the following that apply to the lesson:</p> <ul style="list-style-type: none"> <li>○ Framing the lesson for the students</li> <li>○ Making connections to previous learning</li> <li>○ Making connections to life experiences</li> <li>○ Making connections to other disciplines</li> <li>○ Explicitly communicating objective(s)</li> <li>○ Hooking students' attention</li> </ul>	<p>The beginning of the lesson includes effective plans for <b>few</b> of the following that apply to the lesson:</p> <ul style="list-style-type: none"> <li>○ Framing the lesson for the students</li> <li>○ Making connections to previous learning</li> <li>○ Making connections to life experiences</li> <li>○ Making connections to other disciplines</li> <li>○ Explicitly communicating objective(s)</li> <li>○ Hooking students' attention</li> </ul>
Beginning: Assessment 	<ul style="list-style-type: none"> <li>● Includes pre-assessment if applicable that would provide appropriate information to teacher and student</li> <li>● Includes appropriate formative assessment that would provide appropriate information to teacher and student</li> </ul>	<ul style="list-style-type: none"> <li>● Included pre-assessment would not provide appropriate information to teacher and student</li> <li>● Includes formative-type assessment but the assessment would not provide appropriate information to teacher and student</li> </ul>	<ul style="list-style-type: none"> <li>● Assessment(s) given would not be appropriate for either pre- or formative assessment and would not provide the teacher and student with appropriate information.</li> </ul>
Beginning: Anticipated Learning Difficulties/Misunderstandings and Strategies to Address Them 	<ul style="list-style-type: none"> <li>● Includes appropriate groups for differentiation/Universal Design for Learning</li> <li>● Includes plans for effective differentiation/Universal Design for Learning</li> </ul>	<ul style="list-style-type: none"> <li>● Included groups for differentiation/Universal Design for Learning may not be appropriate, <b>OR</b></li> <li>● Included plans for differentiation/Universal Design for Learning may not be effective.</li> </ul>	<ul style="list-style-type: none"> <li>● Included groups for differentiation/Universal Design for Learning are not appropriate, <b>AND</b></li> <li>● Included plans for differentiation/Universal Design for Learning are not effective.</li> </ul>
Middle: Content Input (I do) 	<p>The content input includes effective plans for <b>all</b> of the following that apply to the lesson:</p> <ul style="list-style-type: none"> <li>○ Explanation of skill or concept</li> <li>○ Demonstration/modeling</li> <li>○ Planned assessing and advancing questions.</li> <li>○ Questions of which most are text-based (occur throughout lesson)</li> </ul>	<p>The content input includes effective plans for <b>most</b> of the following that apply to the lesson:</p> <ul style="list-style-type: none"> <li>○ Explanation of skill or concept</li> <li>○ Demonstration/modeling</li> <li>○ Planned assessing and advancing questions.</li> <li>○ Questions of which most are text-based (occur throughout lesson)</li> </ul>	<p>The content input includes effective plans for <b>few</b> of the following that apply to the lesson:</p> <ul style="list-style-type: none"> <li>○ Explanation of skill or concept</li> <li>○ Demonstration/modeling</li> <li>○ Planned assessing and advancing questions.</li> <li>○ Questions of which most are text-based (occur throughout lesson)</li> </ul>

	<b>Significantly Above Expectations (5)</b>	<b>At Expectations (3)</b>	<b>Significantly Below Expectations (1)</b>
Middle: Guided Practice (We do) 	The guided practice includes effective plans for <b>all</b> of the following that apply to the lesson: <ul style="list-style-type: none"> <li>○ Plans for student practice of skills, strategies, and procedures with <u>teachers' direct supervision and support</u></li> <li>○ Explanation of monitoring/adjusting procedures</li> <li>○ Higher order thinking questions/activities</li> <li>○ Problem-solving</li> <li>○ Incorporation of writing if applicable</li> </ul>	The guided practice includes effective plans for <b>most</b> of the following that apply to the lesson: <ul style="list-style-type: none"> <li>○ Plans for student practice of skills, strategies, and procedures with <u>teachers' direct supervision and support</u></li> <li>○ Explanation of monitoring/adjusting procedures</li> <li>○ Higher order thinking questions/activities</li> <li>○ Problem-solving</li> <li>○ Incorporation of writing if applicable</li> </ul>	The guided practice includes effective plans for <b>few</b> of the following that apply to the lesson: <ul style="list-style-type: none"> <li>○ Plans for student practice of skills, strategies, and procedures with <u>teachers' direct supervision and support</u></li> <li>○ Explanation of monitoring/adjusting procedures</li> <li>○ Higher order thinking questions/activities</li> <li>○ Problem-solving</li> <li>○ Incorporation of writing if applicable</li> </ul>
Middle: Independent Practice (You do) 	The independent practice includes effective plans for <b>all</b> of the following that apply to the lesson: <ul style="list-style-type: none"> <li>○ Independent practice during class time.</li> <li>○ Independent practice outside of class (i.e., homework) if applicable</li> <li>○ Explanation of expectations and providing of examples for the task</li> <li>○ Higher order thinking questions</li> <li>○ Problem-solving</li> <li>○ Incorporation of writing if applicable</li> </ul>	The independent practice includes effective plans for <b>most</b> of the following that apply to the lesson: <ul style="list-style-type: none"> <li>○ Independent practice during class time.</li> <li>○ Independent practice outside of class (i.e., homework) if applicable</li> <li>○ Explanation of expectations and providing of examples for the task</li> <li>○ Higher order thinking questions</li> <li>○ Problem-solving</li> <li>○ Incorporation of writing if applicable</li> </ul>	The independent practice includes effective plans for <b>few</b> of the following that apply to the lesson: <ul style="list-style-type: none"> <li>○ Independent practice during class time.</li> <li>○ Independent practice outside of class (i.e., homework) if applicable</li> <li>○ Explanation of expectations and providing of examples for the task</li> <li>○ Higher order thinking questions</li> <li>○ Problem-solving</li> <li>○ Incorporation of writing if applicable</li> </ul>
Middle: Assessment 	<ul style="list-style-type: none"> <li>● Includes appropriate formative assessment that would provide appropriate information to teacher and student</li> <li>● Includes plans for effective and appropriate academic feedback (including peer-to-peer if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>● Includes formative-type assessment, but the assessment would not provide appropriate information to teacher and student</li> <li>● Includes plans for academic feedback (including peer-to-peer if applicable), but the feedback may not be effective or appropriate</li> </ul>	<ul style="list-style-type: none"> <li>● Assessment(s) given would not be appropriate for formative assessment and would not provide the teacher and student with appropriate information.</li> <li>● Includes plans for academic feedback (including peer-to-peer if applicable), but the feedback is not be effective and appropriate</li> </ul>
Middle: Anticipated Learning Difficulties/Misunderstandings and Strategies to Address Them 	<ul style="list-style-type: none"> <li>● Includes appropriate groups for differentiation/Universal Design for Learning</li> <li>● Includes plans for effective differentiation/Universal Design for Learning</li> </ul>	<ul style="list-style-type: none"> <li>● Included groups for differentiation/Universal Design for Learning may not be appropriate, <b>OR</b></li> <li>● Included plans for differentiation/Universal Design for Learning may not be effective.</li> </ul>	<ul style="list-style-type: none"> <li>● Included groups for differentiation/Universal Design for Learning are not appropriate, <b>AND</b></li> <li>● Included plans for differentiation/Universal Design for Learning are not effective.</li> </ul>

	<b>Significantly Above Expectations (5)</b>	<b>At Expectations (3)</b>	<b>Significantly Below Expectations (1)</b>
Ending 	<p>The ending of the lesson includes effective plans for <b>all</b> of the following that apply to the lesson:</p> <ul style="list-style-type: none"> <li>○ Review of standard(s)</li> <li>○ Either formative or summative assessment</li> <li>○ Student reflection</li> <li>○ Incorporation of writing if applicable (includes differentiation/Universal Design for Learning if applicable)</li> <li>○ Connections to future learning</li> <li>○ Explanation of how and when students will receive feedback on assessment</li> <li>○ Explanation of how assessment results will be used</li> </ul>	<p>The ending of the lesson includes effective plans for <b>most</b> of the following that apply to the lesson:</p> <ul style="list-style-type: none"> <li>○ Review of standard(s)</li> <li>○ Either formative or summative assessment</li> <li>○ Student reflection</li> <li>○ Incorporation of writing if applicable (includes differentiation/Universal Design for Learning if applicable)</li> <li>○ Connections to future learning</li> <li>○ Explanation of how and when students will receive feedback on assessment</li> <li>○ Explanation of how assessment results will be used</li> </ul>	<p>The ending of the lesson includes effective plans for <b>few</b> of the following that apply to the lesson:</p> <ul style="list-style-type: none"> <li>○ Review of standard(s)</li> <li>○ Either formative or summative assessment</li> <li>○ Student reflection</li> <li>○ Incorporation of writing if applicable (includes differentiation/Universal Design for Learning if applicable)</li> <li>○ Connections to future learning</li> <li>○ Explanation of how and when students will receive feedback on assessment</li> <li>○ Explanation of how assessment results will be used</li> </ul>
Teacher Reflection (if lesson is taught) 	<p>The teacher reflection includes <b>all</b> of the following:</p> <ul style="list-style-type: none"> <li>○ what worked in the lesson</li> <li>○ what did not work in the lesson</li> <li>○ how the teacher knows what worked and did not</li> <li>○ impact of lesson on student learning</li> <li>○ possible adjustments</li> </ul>	<p>The teacher reflection includes <b>most</b> of the following:</p> <ul style="list-style-type: none"> <li>○ what worked in the lesson</li> <li>○ what did not work in the lesson</li> <li>○ how the teacher knows what worked and did not</li> <li>○ impact of lesson on student learning</li> <li>○ possible adjustments</li> </ul>	<p>The teacher reflection includes <b>few</b> of the following:</p> <ul style="list-style-type: none"> <li>○ what worked in the lesson</li> <li>○ what did not work in the lesson</li> <li>○ how the teacher knows what worked and did not</li> <li>○ impact of lesson on student learning</li> <li>○ possible adjustments</li> </ul>

\_\_\_\_\_ **AVERAGE**  
\_\_\_\_\_ **GRADE**

<u>Grade Conversion</u>		
5.0	100	
4.9	99	
4.8	98	
4.7	97	
4.6	96	
4.5	95	
4.4	94	
4.3	93	A
4.2	92	
4.1	91	
4.0	90	A-
3.9	89	
3.8	88	
3.9	87	B+

3.6	86	
3.5	85	
3.4	84	
3.8	83	B
3.2	82	
3.1	81	
3.0	80	B-
2.9	79	
2.8	78	
2.7	77	C+
2.6	76	
2.5	75	
2.4	74	
2.3	73	C

2.2	72	
2.1	71	
2.0	70	C-
1.9	69	
1.8	68	
1.7	67	D+
1.6	66	
1.5	65	
1.4	64	
1.3	63	D
Below 1.3/63		F