

# Rubric for Lesson Plan Development

Name \_\_\_\_\_ Date \_\_\_\_\_

	<b>Beginning</b> 1	<b>Developing</b> 2	<b>Accomplished</b> 3	<b>Exemplary</b> 4	<b>Score</b>
<b>Instruction Goals and Objectives</b>	Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Learners cannot determine what they should know and be able to do as a result of learning and instruction.	Instructional goals and objectives are stated but are not easy to understand. Learners are given some information regarding what is expected of them. Learners are not given enough information to determine what they should know and be able to do as a result of learning and instruction.	Instructional goals and objectives are stated. Learners have an understanding of what is expected of them. Learners can determine what they should know and be able to do as a result of learning and instruction.	Instructional goals and objectives clearly stated. Learners have a clear understanding of what is expected of them. Learners can determine what they should know and be able to do as a result of learning and instruction.	
<b>Instructional Strategies</b>	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.	
<b>Assessment</b>	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.	
<b>Technology Used</b>	Selection and application of technologies is inappropriate (or non-existent) for learning environment and outcomes.	Selection and application of technologies is beginning to be appropriate for learning environment and outcomes. Technologies applied do not affect learning.	Selection and application of technologies is basically appropriate for learning environment and outcomes. Some technologies applied enhance learning.	Selection and application of technologies is appropriate for learning environment and outcomes. Technologies applied to enhance learning.	
<b>Materials Needed</b>	Material list is missing.	Some materials necessary for student and teacher to complete lesson are listed, but list is incomplete.	Most materials necessary for student and teacher to complete lesson are listed.	All materials necessary for student and teacher to complete lesson clearly listed.	
<b>Organization and Presentation</b>	Lesson plan is unorganized and not presented in a neat manner.	Lesson plan is organized, but not professionally presented.	Lesson plan is organized and neatly presented.	Complete package presented in well organized and professional fashion.	
				<b>Total Points</b>	