**Indiana University School of Education**

**Lesson Plan Rubric**

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| Criteria | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
| Rationale | Rationale does not show understanding of or connection to the specific students’ lives. Connections between the curriculum and the students is weak. | Rationale shows understanding of the relevance to the specific students’ lives. Connection between the curriculum and the students is clear and shows evidence of cultural relevance. | Rationale shows exceptional understanding of relevance to the specific students’ lives. Connection between the curriculum and the students is nuanced and culturally relevant. |
| Connection to standards | Curricular goals and lessons are not aligned to state standards OR standards are not listed. | Curricular goals and lessons demonstrate a strong connection to state standards. | Curricular goals and lessons demonstrate a strong connection to state *and* national standards. |
| Connection to the disciplinary teaching strategies & methods | Does not use the teaching strategies | Uses the teaching strategies adequately | Utilizes a variety of strategies and materials to enhance the teaching strategies |
| Objectives | Curricular objectives are not specific, do not indicate measurement, or do not align with the lesson. | Curricular objectives are specific, measurable, and accurately aligned with the lesson. | Curricular objectives are specific, measurable, accurately aligned to the lesson and indicate thoughtful differentiation. |
| Culturally Relevant or Sustaining Pedagogies (CRP/CSP) | CRP/CSP are not present or are not identified by the candidate as planned for elements in materials or pedagogical choices | CRP/CSP are present throughout the plan and identified by the candidate as planned for elements in materials and pedagogical choices | CRP/CSP are present throughout the plan, articulated by the candidate as planned for elements in materials and pedagogical choices and reference learning or multicultural theory |
| Connection across the curriculum and community (optional criteria – highly recommended for elementary) | Cross-curricular/ integrative connections are not evident. | Cross-curricular/integrative connections are strong and connect to at least two curricular areas. | Cross-curricular/integrative connections are strong and connect to at least three curricular areas. |
| Activities are responsive to the needs of diverse learners | Designed lessons, strategies and materials are not responsive to the needs of diverse learners OR documentation is not provided. | Designed lessons, strategies and materials are responsive to the needs of diverse learners and documentation is provided. | Designed lessons, strategies and materials are responsive to the needs of diverse learners, extend the instruction beyond the unit, and documentation is provided. |
| Activities include opportunities for deepening student learning or understanding | Instructional strategies in lessons do not provide for deepening student learning OR documentation is not provided. | Instructional strategies in lessons include questions for consideration that require students to deepen student learning and solve problems; documentation provided. | Instructional strategies promote student engagement in additional problem solving and deepening student learning beyond the unit; documentation provided. |
| Active Engagement in Learning | Instructional opportunities are teacher-centered which result in limited student engagement in learning. | Instructional opportunities (individual and group) promote self-motivation and active student engagement in learning; documentation/evidence provided. | Instructional strategies (individual and group) promote additional opportunities beyond the unit for student initiated involvement in learning. |
| Classroom Learning Environment (Setting Positive Expectations) | Instructional opportunities are teacher-centered which result in limited student interaction and impede the development of a student-centered learning community. | Instructional opportunities (individual and group) promote positive student interaction and a student-centered learning community. | Instructional opportunities (individual and group) extend beyond the unit to promote positive student interaction, authentic learning, and a student-centered learning community. |
| Formative Assessment | Formative assessments are not appropriately aligned or documented. | Formative assessments are frequent, planned, and used to inform future instruction for the benefit of the students; at least one is documented. | Formative assessments are frequent, planned, and used to inform future instruction for the benefit of the students; more than one is documented. |
| Summative Assessment | Formal assessment is not aligned to the lesson’s instructional objectives. | Formal assessment allows the teacher to assess student fulfillment of all of the lesson’s instructional objectives. | Formal assessment allows the teacher to assess student fulfillment of all of the lesson’s instructional objectives and provides an opportunity to teach others what they have learned. |
| Subject Specific Criteria (optional) | Insert additional criteria to best meet the objectives for your particular course |  |  |
| Required Elements | Required elements of the plan are not included OR are incomplete. | Required elements of the plan are included, complete, and of professional quality. |  |
| Form | Plans have errors and are not professionally presented. | Plans are error free, grammatically correct, well-articulated, and professionally presented. |  |

Prepared by CTE Working Group 2021 3.29.22

Approved by CTE 3.29.22