

CCSS Lesson Plan Rubric

Category	Developing	Effective	Highly Effective
<b>NYCCLS (Standards)</b>	<ul style="list-style-type: none"> <li>➤ Number/letter/strand not identified</li> <li>➤ Not specified or incomplete</li> <li>➤ Not appropriate for grade level or content</li> <li>➤ Does not match objective(s)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Number/letter/strand identified</li> <li>➤ Standards complete</li> <li>➤ Appropriate for grade level and content</li> <li>➤ Matches objective(s) most of the time</li> </ul>	<ul style="list-style-type: none"> <li>➤ Number/letter/strand identified and fully stated</li> <li>➤ Appropriate for grade level and content</li> <li>➤ Clearly matches objective(s)</li> <li>➤ Integration of two or more subject areas when appropriate</li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>➤ Essential materials not listed</li> <li>➤ Essential resources not listed</li> </ul>	<ul style="list-style-type: none"> <li>➤ Most materials listed</li> <li>➤ Most resources listed in APA</li> </ul>	<ul style="list-style-type: none"> <li>➤ Complete listing of materials</li> <li>➤ Complete list of resources in APA</li> </ul>
<b>Instructional Objective(s)</b>	<ul style="list-style-type: none"> <li>➤ Not appropriate for content or time</li> <li>➤ Not developmentally appropriate</li> <li>➤ Not stated in specific, measurable terms</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appropriate for content and time</li> <li>➤ Developmentally appropriate</li> <li>➤ Stated in specific, measurable, and observable terms</li> <li>➤ Aligned to lesson assessment</li> </ul>	<ul style="list-style-type: none"> <li>➤ Appropriate for content and time</li> <li>➤ Objective is stated in specific, measurable terms</li> <li>➤ Developmentally appropriate</li> <li>➤ Aligned to lesson assessment</li> </ul>
<b>Anticipatory Set (Hook)</b>	<ul style="list-style-type: none"> <li>➤ Not identified or related to objective(s)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Focuses attention of students on upcoming lesson</li> </ul>	<ul style="list-style-type: none"> <li>➤ Focuses attention on the lesson and piques the students' interest</li> </ul>
<b>I Do</b>	<ul style="list-style-type: none"> <li>➤ Incomplete or inaccurate information given</li> <li>➤ Not age-appropriate</li> <li>➤ No demonstration of what students will do</li> <li>➤ No appropriate materials related to lesson provided</li> <li>➤ No use of resources</li> <li>➤ Learning activities are not student-centered</li> </ul>	<ul style="list-style-type: none"> <li>➤ Includes clearly stated and logically sequenced, age-appropriate accurate teaching instruction</li> <li>➤ Demonstrates what the students will do by providing some kind of support related to the lesson including only one of the following: <ul style="list-style-type: none"> <li>- provides appropriate materials related to the lesson using resources (pictures, maps, charts, dramatizations, demonstrations of processes, or any other visual assists, including technology when appropriate)</li> <li>- integrates multicultural and interdisciplinary components when</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Includes clearly stated and logically sequenced accurate, age-appropriate teaching instruction using available resources to enhance explanation</li> <li>➤ Demonstrates what the students will do providing some kind of support related to the lesson including both of the following: <ul style="list-style-type: none"> <li>- provides appropriate materials related to the lesson using resources (pictures, maps, charts, dramatizations, demonstrations of processes, or any other visual assists, including technology when appropriate)</li> </ul> </li> </ul>

		<p>appropriate</p> <ul style="list-style-type: none"> <li>➤ Learning activities are student centered</li> </ul>	<ul style="list-style-type: none"> <li>- integrates multicultural and interdisciplinary components when appropriate</li> <li>➤ Learning activities are student centered</li> </ul>
<b>We Do</b>	<ul style="list-style-type: none"> <li>➤ Provides minimal practice of lesson skill incorporating the use of learner-centered technology when appropriate</li> <li>➤ Varied learning styles are not addressed</li> <li>➤ No direct supervision by teacher</li> <li>➤ All students are not involved</li> <li>➤ No check for understanding of skill or concept</li> </ul>	<ul style="list-style-type: none"> <li>➤ Provides adequate practice of lesson skill incorporating the use of learner-centered technology when appropriate</li> <li>➤ At least two learning styles are addressed when appropriate</li> <li>➤ Minimal teacher supervision provided</li> <li>➤ All students are involved</li> <li>➤ Check for understanding to ensure students are progressing towards mastery of the skill or concept</li> </ul>	<ul style="list-style-type: none"> <li>➤ Provides extensive and/or highly creative practice of lesson skill incorporating the use of learner-centered technology when appropriate</li> <li>➤ All learning styles are addressed when appropriate</li> <li>➤ Adequate teacher supervision provided</li> <li>➤ All students are involved</li> <li>➤ Check for understanding to ensure students are progressing towards mastery of the skill or concept</li> </ul>
<b>You Do</b>	<ul style="list-style-type: none"> <li>➤ Does not match stated objectives, modeling and/or guided practice</li> <li>➤ No use of technology when appropriate</li> <li>➤ Provides no or unclear directions</li> <li>➤ Inappropriate sequence</li> </ul>	<ul style="list-style-type: none"> <li>➤ Matches stated objectives, modeling, and/or guided practice</li> <li>➤ Incorporates the use of learner-centered technology when appropriate</li> <li>➤ Clear direction provided</li> <li>➤ Appropriate sequence most of the time</li> </ul>	<ul style="list-style-type: none"> <li>➤ Matches stated objectives, modeling, and/or guided practice</li> <li>➤ Incorporates the use learner-centered technology when appropriate</li> <li>➤ Clear directions are provided</li> <li>➤ Appropriate and effective sequence of lesson</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>➤ Includes some technology-based activity or instruction but the technology does not clearly support student learning, innovation, or creativity</li> <li>➤ Little or no evidence of the use of technology for authentic experiences, for assessment, or to address differentiation for diverse needs</li> <li>➤ Little or no evidence of technology-based collaborative activities</li> <li>➤ Little or no evidence of best practices for ensuring legal and ethical use of technology-based resources</li> </ul>	<ul style="list-style-type: none"> <li>➤ Includes technology based experiences in instructional practices</li> <li>➤ Technology based experiences may address at least one of the following: authentic student learning, assessment, differentiation for diverse learning needs</li> <li>➤ Some evidence of technology-supported collaborative activities</li> <li>➤ Use demonstrates legal and ethical practices</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uses technology tools to facilitate experiences that advance student learning, creativity, and innovation in the classroom</li> <li>➤ Includes technology-based experiences that support authentic student learning, assessment, and the needs of diverse learners</li> <li>➤ Used to develop vital learning communities that support students, parents, colleagues, and other stakeholders</li> <li>➤ Use demonstrates legal and ethical practices</li> </ul>
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>➤ Not specified</li> <li>➤ Not varied (more problems-another</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identified</li> <li>➤ Requires students to extend or transfer</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identified</li> <li>➤ Requires students to extend or transfer</li> </ul>

	worksheet, etc.) ➤ Inappropriate for types of learners in the classroom (ELL, students with Special Needs, Gifted) ➤ Does not adapt/change content to meet the needs of all students	knowledge and/or skills acquired ➤ Appropriate for types of learners in the classroom some of the time (ELL, students with Special Needs, Gifted) ➤ Adapts/changes content of lesson to meet the needs of all students	knowledge and/or skills acquired ➤ Students create products to be shared when appropriate ➤ Effective, appropriate, and thoughtful for the types of learners in the classroom ➤ Adapts/changes content of lesson to meet the needs of all students (ELL, students with Special Needs, Gifted)
<b>Formative Assessment</b>	➤ Not identified or assessment does not match stated lesson instructional objective ➤ No use of learner-centered technology when appropriate ➤ Rubric not included when appropriate ➤ No check for understanding of skill or concept ➤ Does not align with standards	➤ Identified and matches stated lesson instructional objective ➤ Use of learner-centered technology when appropriate ➤ Grading rubric(s) included when appropriate ➤ Check for understanding to ensure students are progressing towards mastery of the skill or concept ➤ Aligns with standards most of the time	➤ Identified and matches stated lesson instructional objective ➤ Use of learner-centered technology identified when appropriate ➤ Detailed grading rubric included when appropriate ➤ Check for understanding to ensure students are progressing towards mastery of the skill or concept ➤ Aligns with standards
<b>Closure</b>	➤ Not identified ➤ Teacher tells them what they have learned ➤ Not connected to objective(s) ➤ No student involvement	➤ Identified ➤ Addresses stated objective(s) ➤ Includes some student participation	➤ Identified ➤ Addresses stated objective(s) ➤ Includes student participation ➤ Ties to real-life and/or future learning
<b>Writing</b>	➤ Several spelling, grammar, and/or usage errors throughout (over six) ➤ Formatting is not consistent throughout ➤ Seems disorganized ➤ Difficult to follow	➤ Between two to five spelling, grammar, and/or usage errors ➤ Formatted correctly most of the time ➤ Organized and easy to read ➤ Clear lesson plan	➤ Little to no spelling, grammar, or usage errors ➤ Formatted correctly ➤ Written clearly/effectively for others to follow carefully
<b>Delivery of Lesson</b>	➤ Inappropriate pace ➤ Students not engaged ➤ Lack of voice projection ➤ Lack of enthusiasm crucial for learning to occur ➤ Dependent on written lesson plan ➤ Inappropriate lesson length (too long/short) ➤ Does not use positive behavior methods	➤ Appropriate pace ➤ Students engaged most of lesson ➤ Voice projection clear ➤ Enthusiasm present ➤ Independent of written lesson plan some of the time ➤ Some sections are the appropriate length, others are inappropriate ➤ Uses some positive behavior methods	➤ Appropriate pace ➤ Students engaged and excited to learn ➤ Voice projection clear ➤ Appropriate enthusiasm ➤ Minimal reference to written lesson plan ➤ Appropriate length throughout lesson ➤ Uses positive behavior methods throughout entire lesson

