

Tusculum College Lesson Plan Rubric

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives 	- Includes standard number(s) and wording. - Measurable and explicit objective(s) aligned to state content standards - Evidence that standard(s) and objective(s) are clearly and explicitly referenced throughout lesson - Includes applicable CCSS literacy standards for science, social studies, and technical subjects and applicable Math Practice Standard.	- Includes either standard number(s) or wording, but not both - Objective(s) aligned to state content standards - Standard(s) and objective(s) are referenced during lesson, but perhaps only at the beginning; connection to instruction and learning may be unclear. - Includes CCSS literacy standards for science, social studies, and technical subjects and Math Practice Standard, but they may lack connection to the lesson	- Does not include standard number(s) or wording - Objective not aligned to state content standards - Standard(s) and objective(s) not referenced during lesson and may not be connected to instruction and learning - Does not include applicable CCSS literacy standards for science, social studies, and technical subjects and applicable Math Practice Standard.
Big Idea(s)/Essential Question(s) and New Learning 	- Big Idea(s)/Essential Question(s) connect to lesson and place lesson in larger context of curriculum or real-world - New Learning clearly outlines the appropriate new vocabulary, concepts, skills, and applications presented in lesson.	- Big Idea(s)/Essential Question(s) connect to lesson but lack context of curriculum or real-world. - 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.	- Big Idea(s)/Essential Question(s) are given but lack context of curriculum or real-world and connection to actual lesson. - 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.
Summative Assessment 	Includes explanation of an appropriate assessment of mastery of the lesson's objective(s)	Includes explanation of a summative-type assessment, but the assessment would not indicate mastery of the lesson's objective	Assessment explained would not be a summative assessment and would not indicate mastery of the lesson's objective.
Instructional Strategies/Activities 	Checked instructional strategies/activities are aligned to the standard(s), support the lesson's objective(s), and are included in the actual lesson.	Checked instructional strategies/activities may be aligned to the standard(s), may support the lesson's objective(s) <u>or</u> may be included in the lesson, but not all.	Checked instructional strategies/activities are not related to either the standard(s) or objective(s) and are not included in the actual lesson.
Materials and Resources 	The materials and resources include all of the following that apply to the lesson: - Materials for differentiation/Universal Design for Learning - Multimedia and technology - Resources beyond the school/curriculum texts - Appropriately complex texts	The materials and resources include most of the following that apply to the lesson: - Materials for differentiation/Universal Design for Learning - Multimedia and technology - Resources beyond the school/curriculum texts - Appropriately complex texts	The materials and resources include few of the following that apply to the lesson: - Materials for differentiation/Universal Design for Learning - Multimedia and technology - Resources beyond the school/curriculum texts - Appropriately complex texts

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Beginning 	The beginning of the lesson includes effective plans for all of the following that apply to the lesson: ○ Framing the lesson for the students ○ Making connections to previous learning ○ Making connections to life experiences ○ Making connections to other disciplines ○ Explicitly communicating objective(s) ○ Hooking students' attention	The beginning of the lesson includes effective plans for most of the following that apply to the lesson: ○ Framing the lesson for the students ○ Making connections to previous learning ○ Making connections to life experiences ○ Making connections to other disciplines ○ Explicitly communicating objective(s) ○ Hooking students' attention	The beginning of the lesson includes effective plans for few of the following that apply to the lesson: ○ Framing the lesson for the students ○ Making connections to previous learning ○ Making connections to life experiences ○ Making connections to other disciplines ○ Explicitly communicating objective(s) ○ Hooking students' attention
Beginning: Assessment 	• Includes pre-assessment if applicable that would provide appropriate information to teacher and student • Includes appropriate formative assessment that would provide appropriate information to teacher and student	• Included pre-assessment would not provide appropriate information to teacher and student • Includes formative-type assessment but the assessment would not provide appropriate information to teacher and student	• Assessment(s) given would not be appropriate for either pre- or formative assessment and would not provide the teacher and student with appropriate information.
Beginning: Anticipated Learning Difficulties/Misunderstandings and Strategies to Address Them 	• Includes appropriate groups for differentiation/Universal Design for Learning • Includes plans for effective differentiation/Universal Design for Learning	• Included groups for differentiation/Universal Design for Learning may not be appropriate, OR • Included plans for differentiation/Universal Design for Learning may not be effective.	• Included groups for differentiation/Universal Design for Learning are not appropriate, AND • Included plans for differentiation/Universal Design for Learning are not effective.
Middle: Content Input (I do) 	The content input includes effective plans for all of the following that apply to the lesson: ○ Explanation of skill or concept ○ Demonstration/modeling ○ Planned assessing and advancing questions. ○ Questions of which most are text-based (occur throughout lesson)	The content input includes effective plans for most of the following that apply to the lesson: ○ Explanation of skill or concept ○ Demonstration/modeling ○ Planned assessing and advancing questions. ○ Questions of which most are text-based (occur throughout lesson)	The content input includes effective plans for few of the following that apply to the lesson: ○ Explanation of skill or concept ○ Demonstration/modeling ○ Planned assessing and advancing questions. ○ Questions of which most are text-based (occur throughout lesson)

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Middle: Guided Practice (We do) 	The guided practice includes effective plans for all of the following that apply to the lesson: - Plans for student practice of skills, strategies, and procedures with <u>teachers' direct supervision and support</u> - Explanation of monitoring/adjusting procedures - Higher order thinking questions/activities - Problem-solving - Incorporation of writing if applicable	The guided practice includes effective plans for most of the following that apply to the lesson: - Plans for student practice of skills, strategies, and procedures with <u>teachers' direct supervision and support</u> - Explanation of monitoring/adjusting procedures - Higher order thinking questions/activities - Problem-solving - Incorporation of writing if applicable	The guided practice includes effective plans for few of the following that apply to the lesson: - Plans for student practice of skills, strategies, and procedures with <u>teachers' direct supervision and support</u> - Explanation of monitoring/adjusting procedures - Higher order thinking questions/activities - Problem-solving - Incorporation of writing if applicable
Middle: Independent Practice (You do) 	The independent practice includes effective plans for all of the following that apply to the lesson: - Independent practice during class time. - Independent practice outside of class (i.e., homework) if applicable - Explanation of expectations and providing of examples for the task - Higher order thinking questions - Problem-solving - Incorporation of writing if applicable	The independent practice includes effective plans for most of the following that apply to the lesson: - Independent practice during class time. - Independent practice outside of class (i.e., homework) if applicable - Explanation of expectations and providing of examples for the task - Higher order thinking questions - Problem-solving - Incorporation of writing if applicable	The independent practice includes effective plans for few of the following that apply to the lesson: - Independent practice during class time. - Independent practice outside of class (i.e., homework) if applicable - Explanation of expectations and providing of examples for the task - Higher order thinking questions - Problem-solving - Incorporation of writing if applicable
Middle: Assessment 	- Includes appropriate formative assessment that would provide appropriate information to teacher and student - Includes plans for effective and appropriate academic feedback (including peer-to-peer if applicable)	- Includes formative-type assessment, but the assessment would not provide appropriate information to teacher and student - Includes plans for academic feedback (including peer-to-peer if applicable), but the feedback may not be effective or appropriate	- Assessment(s) given would not be appropriate for formative assessment and would not provide the teacher and student with appropriate information. - Includes plans for academic feedback (including peer-to-peer if applicable), but the feedback is not be effective and appropriate
Middle: Anticipated Learning Difficulties/Misunderstandings and Strategies to Address Them 	- Includes appropriate groups for differentiation/Universal Design for Learning - Includes plans for effective differentiation/Universal Design for Learning	- Included groups for differentiation/Universal Design for Learning may not be appropriate, OR - Included plans for differentiation/Universal Design for Learning may not be effective.	- Included groups for differentiation/Universal Design for Learning are not appropriate, AND - Included plans for differentiation/Universal Design for Learning are not effective.

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Ending 	The ending of the lesson includes effective plans for all of the following that apply to the lesson: ○ Review of standard(s) ○ Either formative or summative assessment ○ Student reflection ○ Incorporation of writing if applicable (includes differentiation/Universal Design for Learning if applicable) ○ Connections to future learning ○ Explanation of how and when students will receive feedback on assessment ○ Explanation of how assessment results will be used	The ending of the lesson includes effective plans for most of the following that apply to the lesson: ○ Review of standard(s) ○ Either formative or summative assessment ○ Student reflection ○ Incorporation of writing if applicable (includes differentiation/Universal Design for Learning if applicable) ○ Connections to future learning ○ Explanation of how and when students will receive feedback on assessment ○ Explanation of how assessment results will be used	The ending of the lesson includes effective plans for few of the following that apply to the lesson: ○ Review of standard(s) ○ Either formative or summative assessment ○ Student reflection ○ Incorporation of writing if applicable (includes differentiation/Universal Design for Learning if applicable) ○ Connections to future learning ○ Explanation of how and when students will receive feedback on assessment ○ Explanation of how assessment results will be used
Teacher Reflection (if lesson is taught) 	The teacher reflection includes all of the following: ○ what worked in the lesson ○ what did not work in the lesson ○ how the teacher knows what worked and did not ○ impact of lesson on student learning ○ possible adjustments	The teacher reflection includes most of the following: ○ what worked in the lesson ○ what did not work in the lesson ○ how the teacher knows what worked and did not ○ impact of lesson on student learning ○ possible adjustments	The teacher reflection includes few of the following: ○ what worked in the lesson ○ what did not work in the lesson ○ how the teacher knows what worked and did not ○ impact of lesson on student learning ○ possible adjustments

_____ AVERAGE
_____ GRADE

Grade Conversion

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