

**Lesson Plan Rubric
RDNG 3603**

Items being Assessed	Target (Exemplary) 4 Grade A	Acceptable (Meets expectations) 3 Grade B	Developing (Does not meet Expectation) 2 Grade C	Unacceptable (Below standard) 1 Grade D/F
Introduction:				
Subject, Topic and Grade level:	Introduction included	Introduction included	Stated grade level subject or topic , but not both	Subject not stated, left out one or two areas of the introduction or did not include an introduction
Instructional Objective: The objectives should: <ul style="list-style-type: none"> • State behaviors expected • State conditions or “givens” • State criteria level of mastery desired 	<ul style="list-style-type: none"> • Instructional objectives are clearly stated. • Learners have a <i>clear</i> understanding of what is expected of them. • Learner can determine what they should know and be able to do as a result of learning and instruction. 	<ul style="list-style-type: none"> • Instructional objectives are clearly stated. • Learners have an understanding of what is expected of them. • Learner can determine what they should know and be able to do as a result of learning and instruction. 	<ul style="list-style-type: none"> • Instructional 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 objectives are not stated.
State Standard TEKS:	Identifies state standards with the instructional goals and objectives.	Identifies state standards with the instructional goals and objectives.	State standard is not aligned with the instructional goals and objectives.	State Standard is not stated.

Lesson Plan Rubric
RDNG 3603

Resources:				
Materials/ Resources Needed:	<ul style="list-style-type: none"> List is neat, well-organized, and complete. List includes items needed by both students and teacher. Example worksheets or information is attached. All material and resources needed are listed. Books used are referenced. 	<p>List of necessary materials and resources needed are listed.</p> <p>List includes materials and resources needed by both the teacher and students.</p>	Materials are incomplete, partly described.	Necessary materials are not listed.
Technology Integration:	Technology component and implementation is clearly linked to the goals and objectives of the lesson	Technology component included.	Technology component is not clearly linked to the goals and objectives of the lesson.	Technology component is missing.
Lesson Description:				
Anticipatory Set: <ul style="list-style-type: none"> Engage, Motivate, Activate prior knowledge, or Relates to previous learning. 	<p>Contains a plan for sharing the lesson objectives with students:</p> <ul style="list-style-type: none"> Relates lesson to previous learning: connect to prior knowledge or activating prior knowledge. Creative and motivating background information. Established a positive mental set toward achieving the proposed objective. 	<p>Contains a plan for sharing the lesson objectives with students:</p> <ul style="list-style-type: none"> Relates lesson to previous learning. 	Contains little or no plan for introducing the lesson.	Does not have a plan for introducing the lesson.

Lesson Plan Rubric RDNG 3603

Instructional Strategies:	<ul style="list-style-type: none"> • Instructional procedures are properly sequenced and clearly written. • Describes clearly the role of both teacher and student in detail. • Strategies are age or developmentally appropriate. • The teacher uses creative and interactive instruction. 	<ul style="list-style-type: none"> • Instructional procedures are properly sequenced and clearly written. • Describes clearly the role of both teacher and student. • Strategies are age or developmentally appropriate. 	<ul style="list-style-type: none"> • Instructional sequence lacks sufficient detail. • It lacks clarity necessary for effective instruction. • Is not age or developmentally appropriate. 	Instructional sequence is very brief.
Guided Practice Activities:	Several examples of guided practice activities are included that incorporate different leaning styles hands on activities, cooperative groups or individual work.	An opportunity for each student to demonstrate grasp of new learning by working through an activity or exercise under the teacher's direct supervision.	Guided practice is vague not well explained.	No guided practice is presented.
Independent Practice:	Several examples of activities are included that incorporate different learning styles, cooperative groups, or individualized work. Independent practice is clearly linked to the lesson.	Lesson provides for reinforcement practice without teacher help. At least two examples of independent practice included. Independent practice is clearly linked to the lesson.	Only one independent practice example included	No independent practice mentioned.
Evaluation/ Assessment:	Assessment incorporates the stated objectives and reflects lesson goal with multiple and alternative assessment strategies described in	An assessment is described with relevance to stated objective.	There is an assessment, but it has little relevance to stated objectives.	No assessment was mentioned in the lesson.

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	detail.			
Overall organization and Presentation:	Lesson plan is well organized and presented in professional fashion.	Lesson plan is organized and neatly presented.	Lesson plan is organized but not professionally presented.	Lesson plan is unorganized and not presented in a neat manner.