



Prairie View A&M University  
Whitlowe R. Green College of Education  
Lesson Plan Scoring Rubric

Teacher Candidate's Name: \_\_\_\_\_

Course: **CUIN 4103**

Date **Fall 2012 Semester**

Lesson Plan Assessment Rubric					
	Unacceptable/Insufficient <b>0 points</b>	Needs Improvement/Emerging <b>1 point</b>	Meets Expectations/Basic Proficiency <b>2 points</b>	Accomplished/Target Proficiency <b>3 points</b>	Scores/Comments
<b>Discipline/ Title/ Topic/ Target Grade Level/ Text (if used) and Page Numbers</b>	Three or more are missing.	Two are missing.	One is missing.	All are identified.	<b>Score:</b> _____ <b>Comment:</b>
<b>Connections to other content areas/life Enrichment</b>	Where connections would be effective, fails to make them.	Where connections have been made to other content areas, the links are vague or missing.	Where connections have been made to other content areas, the links are described in broad, general terms.	Where connections have been made to other content areas, the links are well articulated and detailed.	<b>Score:</b> _____ <b>Comment:</b>
<b>State Learner Goals/ Standards and Benchmarks (TEKS) or Teacher Standards (TExES PPR or Content)</b>	Missing or inappropriate. Not addressed in the procedure/development and assessment.	Vaguely related to the objectives. Alluded to in the procedure/development and assessment.	Most are directly related to the objectives. Adequately addressed in the procedure/development and assessment.	All are directly related to the objectives. Thoroughly addressed in the procedure/development and assessment.	<b>Score:</b> _____ <b>Comment:</b>

<b>Objectives (Learner Outcomes)</b> <b>Stated Objective</b>	Are missing or vague.	Listed but do not provide a clear sense of what students will know and be able to do as a result of the lesson. Some are appropriate for the target grade level.	Provide a sense of what students will know and be able to do as a result of the lesson. Most are appropriate for the content and the target grade level.	Provide a clear sense of what students will know and be able to do as a result of the lesson. All are appropriate for the content and the target grade level.	<b>Score:_____</b>  <b>Comment:</b>
<b>Resources and Materials</b>	More than three resources or materials missing.	Two or three resources missing.	One resource or material missing.	All resources and materials listed.	<b>Score:_____</b>  <b>Comment:</b>
<b>Review and Introductory Activities</b> <b>Anticipatory Set</b>	Does not provide for review of previous lesson/s. Activation of prior knowledge is missing. Does not make focus of lessons clear.	Review of previous lesson/s is incomplete and does not provide for check on student's mastery. Misses some important prior knowledge needed to understand the new learning. Focus of the lesson is vague and explanation of the relevance is vague or missing.	Review of previous lesson/s gives students opportunity to clarify misunderstandings and solidify learning of most the requisite concepts and/or skills. Activation of prior knowledge addresses the requisite points, but not thoroughly. Focus and relevance of the lesson are adequately	Review of and check on students' mastery of previous lesson/s gives students opportunity to clarify misunderstandings and solidify learning. Activation of prior knowledge is complete and thorough. Focus and relevance of the lesson are well-explained and very clear.	<b>Score:_____</b>  <b>Comment:</b>

			explained.		
<b>Developmental Activities</b> <b>Explanation, Modeling, Guided and Independent Practice, Opportunities to Relearn</b>	Learning activities do not develop the objectives. Sequence of activities is illogical and inaccurate. No checks for understanding of skill or concept.	Learning activities do not provide for development of all of the objectives and some do not relate to the objectives. Some learning activities are not well-explained and the sequence is somewhat confusing. Checks for understanding of skill or concept are present but not effective.	Learning activities related to all but do not develop all objectives thoroughly. Most learning activities are well-explained and logically sequenced. Provides checks for understanding of skill or concept; some are incomplete or inadequate.	Learning activities directly relate to and develop the learning objectives thoroughly. Learning activities well-explained and logically sequenced. Provides checks for understanding of skill or concept.	<b>Score:_____</b>  <b>Comment:</b>
<b>Concluding Activity Closure</b>	No attempt at closure.	Closure is attempted.	Closure revisits most of the important points, gives students the opportunity to get some clarification, and solidification of learning.	Closure revisits the important points, gives students the opportunity to get clarification, and solidify learning.	<b>Score:_____</b>  <b>Comment:</b>
<b>Technology</b>	Fails to incorporate technology when appropriate for the content.	Provides for the incorporation of technology when appropriate but provides no development of its use.	Provides for incorporation of technology when appropriate; more development is needed.	Effective incorporation of technology when appropriate for the content.	<b>Score:_____</b>  <b>Comment:</b>

<b>Adaptations</b> <b>Boys vs. Girls,</b> <b>Language,</b> <b>Cultural, Religious,</b> <b>Ethnic,</b> <b>Racial, and</b> <b>Special Needs</b>	Does not attempt to use strategies to provide for various learning styles/needs. Does not attempt to use strategies to provide support for diverse learners.	Attempts to use strategies that support different learning styles/needs, but does not provide for effective implementation. Attempts to use strategies to differentiate instruction and provide support for diverse learners; strategies employed are inappropriate or not effectively implemented.	Strategies used provide some support for different learning styles/needs. Uses strategies to differentiate instruction and provide support for some of the diverse learners.	Uses strategies effectively to provide support for different learning styles/needs. Uses strategies to effectively differentiate instruction and provide support for diverse learners.	<b>Score: _____</b>  <b>Comment:</b>
<b>Assessment</b> <b>Independent Activity,</b> <b>Assessment/Evaluation</b>	Assessment tools/student products are not identified. No provisions for assessment of student mastery of the objectives. Absence of assessment provides nothing on which to base subsequent instruction. No provisions for assessment of student mastery of the objectives. Absence of assessment provides nothing on which to base subsequent	Assessment tools/student products have been identified but students have been provided only meager input in the procedure/development to enable them to produce the products. Assessment tools/student products do not measure adequately student mastery of all of the objectives. Evidence of learning gathered will provide little information on	Assessment tools/student products identified and input needed to enable students to produce them is attempted in the procedure/development. Assessment tools/student products measure student mastery of most of the objectives. Evidence of learning gathered will provide some	Assessment tools/student products identified and input needed to enable students to produce them is provided in the procedure/development. Assessment tools/student products measure student mastery of the objectives. Evidence of learning gathered will inform instruction on an ongoing basis.	<b>Score: _____</b>  <b>Comment:</b>

	instruction.	which to base subsequent instruction.	information on which to base subsequent instruction.		
<b>Overall Impression</b>	There would be no point in another teacher using this plan.	Another teacher would have some difficulty following this plan.	Most of the plan could be easily followed by another teacher.	Plan could be easily followed by another teacher.	<b>Score: _____</b>  <b>Comment:</b>

Additional Comments:

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Professor: **Dr. Sonia K. Boone**

Grading Legend-

3.00=100

2.70-3.00=A

2.40-2.69=B

2.1-2.39=C

Below 2.1=Failing