

## Lesson Plan Evaluation Rubric

### Instructions:

As you evaluate the lesson plan and observed lesson:

- A rating of Emerging indicates acceptable performance for teacher candidates in their field experiences.
- A rating of TARGET indicates acceptable performance for teacher candidates in their clinical experiences.
- A rating of ACCOMPLISHED should be reserved for exemplary performance.

**Evaluator's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**School:** \_\_\_\_\_ **Grade level:** \_\_\_\_\_ **Content:** \_\_\_\_\_

### Designing and Planning Instruction

Source of Evidence: Lesson Plan

Component Descriptor	Ineffective	Emerging	TARGET	Accomplished
<b>Learning Targets/Objectives</b>  [CAEP: 1.1; KTS: 2; InTASC: 4; KFFT: 1]	Lists learning targets/objectives that do not reflect key concepts of the discipline.	Lists learning targets/objectives that reflect key concepts of the discipline but are not aligned with relevant state or national standards.	Lists measurable learning targets/objectives that reflect key concepts of the discipline and are aligned with state and national standards.	Lists measurable learning targets/objectives that reflect key concepts of the discipline, are aligned with state and national standards, and are based on students' needs and abilities.
<b>Baseline Knowledge and Skills</b>  [CAEP: 1.2; CAEP: D; KTS: 5; InTASC: 6; KFFT: 1]	Pre-assessment information is missing.	Describes baseline information from pre-assessment(s); however, specific data is missing or pre-assessments do not align with stated learning targets/objectives.	Describes student baseline data from pre-assessment(s) that are aligned with stated learning targets/objectives and uses that data to plan instruction.	Describes student baseline data from a variety of appropriate pre-assessment(s) that are aligned with stated learning targets/objectives, and uses that data to plan instruction to promote the learning of all students.

<p><b>Assessment</b></p> <p>[CAEP: 1.2; KTS: 2; InTASC: 6; KFFT: 1]</p>	<p>Plans methods of assessment that do not measure student performance on the stated learning targets/ objectives.</p>	<p>Plans methods of assessment that are somewhat related to the stated learning targets/ objectives.</p>	<p>Plans methods of assessment that align with and directly measure student performance on the stated learning targets/ objectives.</p>	<p>Plans methods of assessment that align with and directly measure student performance on the stated learning targets/ objectives, and incorporates methods of student self-assessment.</p>
<p><b>Instructional Strategies Aligned to Objectives</b></p> <p>[CAEP: 1.4; KTS: 2; InTASC: 7; KFFT: 1]</p>	<p>Plans instructional strategies that do not align with stated learning targets/ objectives</p>	<p>Plans instructional strategies that align with stated learning targets/ objectives but does not consider classroom/school context and/or pre-assessment data.</p>	<p>Plans and designs instructional strategies that align with stated learning targets/ objectives and considers classroom/school context and pre-assessment data.</p>	<p>Plans and designs instructional strategies that align with stated learning targets/ objectives and considers classroom/school context, as well as each individual student's background and pre-assessment data.</p>
<p><b>Lesson Plan Procedures</b></p> <p>[CAEP: 1.1; CAEP: D; KTS: 1; InTASC: 8; KFFT: 1]</p>	<p>The procedures' section does not include any of the required elements, such as a sequence of activities, assessments, and differentiation strategies to meet students' needs.</p>	<p>The procedures' section includes some of the required elements, such as a sequence of activities, assessments, and differentiation strategies to meet students' needs.</p>	<p>The procedures' section includes all of the required elements, including sufficient detail of instructional strategies that are appropriate for the content, presented in a logical sequence, promotes higher order thinking, and differentiation strategies to meet students' needs.</p>	<p>The procedures' section includes all of the required elements, including sufficient detail of instructional strategies that are appropriate for the content, presented in a logical sequence, promotes higher order thinking, differentiation strategies to meet students' needs, and actively engages students throughout the lesson.</p>

<p><b>Multiple Levels of Learning</b></p> <p>[CAEP: 1.1; CAEP: D; KTS: 2; InTASC: 1; KFFT: 1]</p>	<p>Plans instructional strategies that focus solely on basic recall skills.</p>	<p>Plans instructional strategies that target recall and/or comprehension level skills.</p>	<p>Plans instructional strategies (e.g., higher-order questioning, multiple representations, etc.) that foster the development of higher-order thinking.</p>	<p>Plans instructional strategies and activities (e.g., higher-order questioning, multiple representations, etc.) that foster the development of higher-order thinking, and plans for student responses to the strategies/activities.</p>
<p><b>Collaborative Planning</b></p> <p>[CAEP: 2.3; CAEP: D; KTS: 8; InTASC: 10; KFFT: 4]</p>	<p>No evidence of co-planning.</p>	<p>Co-plans lesson with PK-12 clinical educator and special educator (if applicable).</p>	<p>Co-plans lesson with PK-12 clinical educator and special educator (if applicable), selecting a co-teaching strategy that is appropriate for the stated learning targets/objectives.</p>	<p>Co-plans lesson with PK-12 clinical educator, special educator (if applicable), AND other outside resources (e.g., parents, related service providers, etc.) selecting a co-teaching strategy that is appropriate for the stated learning targets/objectives.</p>
<p>COMMENTS:</p>				