UAH Lesson Plan Template Fall 2018

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| Planning |  |
| Evaluation |  |
| Rationale/Theoretical Framework for Planning |  |
| Opening |  |
| Lesson Body |  |
| Closure |  |
| Rationale/Theoretical Framework for Instruction |  |
| Differentiated Instruction |  |
| Rational/Theoretical Framework for Differentiated Instruction |  |
| Conventions and/or Content-Specific Elements |  |

Lesson Plan Rubric

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| **Elements** | Advanced  | Proficient | Basic | Unsatisfactory  |
| **Planning**ALCOS |  | Standards are listed and fully reflect a direct correlation to lesson objectives | Standards are listed and partially correlate to lesson objectives.  | Standards are not specifically identified and listed or are listed with little or no correlation to objectives |
| Objectives |  | Lesson plan identifies specific performance-based objectives, written with three (3) components (condition, performance, criterion/criteria).Objective functions as the clear purpose and focus of instruction and assessment. | Lesson plan identifies specific performance-based objectives, written with three (3) components (condition, performance, criterion/criteria); one of the components is inappropriate or missing. The objectives function as a partial focus for instruction and assessment. | Lesson plan fails to contain specific performance-based objectives and/or objectives are not written with required components (condition, performance, criterion/criteria). Objectives are so broad and vague that the focus for instruction and assessment is unclear. |
| **Evaluation**Formative/ Summative Assessments | Methods of formative and/or summative assessment are established; implementation is described in detail and aligned with instructional objectives.  | Methods of formative and summative assessment are established and aligned with objectives. | Methods of formative and summative assessment are established. | Limited or no evidence of formative and summative assessment is established. |
| **Rationale for Planning** | A detailed rationale for the planning/implementation of each assessment is provided, including a description of how standards, objectives, and assessments all align with one another. Includes a rationale for the purpose of teaching the topic/skill beyond “because it is in the standards.” | A rationale for the planning/implementation of each assessment is provided, including a description of how standards, objectives, and assessments all align with one another. | The rationale excludes an assessment and/or a description regarding alignment. | The rationale excludes assessments and/or logic is flawed, or rationale is missing. |
| **Opening** | An engaging process for lesson introduction is specifically described, including a strong motivational device, connection to prior learning, and/or connection to objectives, standards and essential questions.  | A lesson introduction is specifically described, including a motivational device, connection to prior learning, or connection to objectives, standards and essential questions.  | The lesson was introduced by stating the instructional objective or focus.  | A process for lesson introduction is limited or missing.  |
| **Lesson Body** | Lesson plan contains all elements within the *Lesson Body,* including vocabulary/academic language; learning activities support objectives and provide for optimal instruction; transitions between activities are seamless; and assessment practices are integrated within the lesson to measure progress. Planning for student learning is evident.  | Lesson plan contains all elements within the *Lesson Body*; including vocabulary/academic language; learning activities support objectives and progress in a logical order; and assessment practices are evident. Student learning is evident. | Lesson plan contains all elements within the *Lesson Body*; including vocabulary/academic language; learning activities support objectives and progress in a logical order. Student learning is not evident because assessment practices are not described well. | Lesson plan elements are absent or incomplete within the *Lesson Body*; learning activities do not support objectives and/or lack logical progression. |
| **Closing** | A student-led engaging process for closing the lesson is specifically described, including a review of lesson concepts and/or essential questions, preview of future learning, application or extension of lesson concepts.  | Lesson closure is specifically described, including a review of lesson concepts and/or essential questions, preview of future learning, application or expansion of lesson concepts. | The lesson was closed by restating the instructional objective and focus. | A process for lesson closure is inappropriate or missing. |
| **Rationale/ Theoretical Framework for Instruction** | A detailed rationale for instruction is provided, explaining why specific strategies were selected. Multiple theorists were correctly referenced. | A rationale for instruction is provided, explaining why specific strategies were selected. Some theorists were correctly referenced. | A rationale for instruction is provided, explaining why specific strategies were selected. Few theorists were correctly referenced. | A rationale for instruction is provided, explaining why specific strategies were selected, but there are errors in thinking and/or theorists were not referenced/referenced correctly. |
| **Differentiated Instruction** | Lesson plan addresses differentiated instruction procedures thoroughly (including those students who are struggling, high-functioning, ELL and IEP/504 students) and produces an exceptional representation/sample of what the average student should be able to produce. | Lesson plan addresses differentiated instruction procedures well (including those students who are struggling, high-functioning, ELL and IEP/504 students) and produces good representation of what the average student should be able to produce. | Lesson plan addresses differentiated instruction procedures and produces representation of what the average student should be able to produce with errors in thinking. | Lesson plan lacks differentiated instruction procedures and/or produces extremely poor representation of what the average student should be able to produce or produces nothing. |
| **Rationale/ Theoretical Framework DI** | A detailed rationale for differentiated instruction is provided, explaining why specific strategies were selected for each group of students (differentiating through content, process, product, or environment). Several theorists were correctly referenced. | A rationale for differentiated instruction is provided, explaining why specific strategies were selected for each group of students (differentiating through content, process, product, or environment). Some theorists were correctly referenced.  | A rationale for differentiated instruction is provided, explaining why specific strategies were selected. Some groups of students were not addressed and/or few theorists were correctly referenced.  | A rationale for differentiated instruction is lacking, theorists were not referenced or were referenced incorrectly. |
| **Conventions and/or Content-Specific Elements** |  | The lesson plan demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar and usage with few/no errors. | The lesson plan demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar and usage with some errors. | The lesson plan demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar and usage with many errors. |