



**University of the Virgin Islands
School of Education
Bachelor of Arts in Education
Elementary
Fall 2013**

Lesson Plan Rubric – Science

STT 6

Lesson Plan Elements	Unacceptable	Beginning	Developing	Target
Instructional Objectives (ACEI 3.1)	Instructional objective is not stated clearly. 0%	Instructional objective is included but is not descriptive of a learning outcome and does not include the condition and criterion. 17%	Instructional objective is stated and descriptive of learning outcomes that are measurable, observable, and student oriented, but does not include condition and criterion. 50%	Instructional objectives are clearly stated and descriptive of learning outcomes that are measurable, observable, and student oriented; includes condition, behavior and criterion. 33%
Content Knowledge (ACEI 2.1; 2.3; 2.3; 2.4; 2.6; 2.7)	Plan shows little evidence of knowledge of content and no evidence of research. 0%	Weak content and inadequate evidence of research. 17%	Content is accurate but evidence of research is limited. 50%	Thorough knowledge and understanding of content. Evidence is provided to indicate topic is well researched. 33%

Lesson Introduction (ACEI 2.1; 3.2; 3.4)	An introduction is missing. 0%	An introduction is used but not directly related to the lesson. 17%	An introduction is used, - directly related to the lesson and enhances student interest. 50%	An introduction is used, directly related to the lesson, enhances student interest, and leads into the development of the lesson. 33%
Lesson Development (ACEI 2.1; 3.2)	Lesson is not logically sequenced, nor does it provide opportunity for guided or independent practice. 0%	Lesson is adequately and sequentially developed building from simple to complex with no opportunity for guided practice. 16.5%	Lesson is adequately and sequentially developed building from simple to complex with opportunities for guided practice, but no independent practice. 67%	Lesson is adequately and sequentially developed building from simple to complex with opportunities for guided and independent practice. 16.5%
Instructional Strategies (ACEI 2.1; 3.3; 3.4)	Instructional strategies are not appropriate and are not aligned with the learning outcome(s). 0%	Some instructional strategies are appropriate for learning outcome (s) that are meaningful. 33%	Most instructional strategies are appropriate for learning outcome (s); they are meaningful and varied, but evidence no differentiation 50%	Instructional strategies are appropriate for learning outcome (s). They are meaningful, varied, and differentiated. 17%
Questioning Strategies (ACEI 3.2; 3.3; 4.0)	Uses ineffective questions that do not promote critical thinking. 0%	Uses questioning techniques that are effective and promote some levels of thinking. 16.5%	Uses a variety of effective questioning techniques- that promote some critical thinking but no problem solving. 67%	Uses a variety of effective questioning techniques that promote critical thinking and problem solving. 16.5%

Technology Used (ACEI 3.1; 3.5)	Selection and application of technology is inappropriate or non-existent. 0%	Some selections and applications of technology are not appropriate for the learning environment. Technologies selected do not enhance learning. 0%	Some selections and applications of technology are appropriate for the learning environment and outcomes. - Technologies applied enhance learning. 17%	Selection and application of technology are appropriate for the learning outcomes and the learning environment. Technologies applied enhance learning. 83%
Materials Needed	Materials are missing or are used inappropriately. 0%	Few materials directly support the learning objective (s), are not listed, and few meet the needs of all students. 0%	Most materials directly support learning objective (s), are clearly listed, and meet the needs of all students. 17%	A variety of materials that directly support learning objective are clearly listed and meet the needs of all students. 83%
Closure	Closure session is absent from plan. 0%	Closure is evident and summarizes and solidifies few main points of the lesson. 0%	Closure is evident and summarizes and solidifies some main points of the lesson 67%	Closure is evident and summarizes and solidifies the main points of the lesson. 33%
Assessment (ACEI 4.0; 5.1)	Method for assessing student learning and evaluating instruction is missing or inappropriate. 0%	Method for assessing student learning and evaluating instruction is delineated but not differentiated and aligned to lesson's objective. 0%	Method for assessing student learning and evaluating instruction is clearly delineated and aligned to lesson's objective but is not differentiated. 67%	Method for assessing student learning and evaluating instruction is clearly differentiated and delineated and aligned to lesson's objective. 33%