

## University of the Virgin Islands School of Education Bachelor of Arts in Education Elementary Spring 2014

## Lesson Plan Rubric - Science

## STT 11

Lesson Plan	Unacceptable	Beginning	Developing	Target	Missing
Elements					
Instructional	Instructional	Instructional	Instructional	Instructional	
Objectives	objective is not	objective is included	objective is stated	objectives are	
	stated clearly.	but is not	and descriptive of	clearly stated and	
(ACEI 3.1)		descriptive of a	learning outcomes	descriptive of	
		learning outcome	that are	learning outcomes	
		and does not	measurable,	that are	
		include the	observable, and	measurable,	
		condition and	student oriented,	observable, and	
		criterion.	but does not include	student oriented;	
			condition and	includes condition,	
			criterion.	behavior and	
				criterion.	
	0%	27.27%	27.27%	45.45%	
Content	Plan shows little	Weak content and	Content is accurate	Thorough	
Knowledge	evidence of	inadequate	but evidence of	knowledge and	
	knowledge of	evidence of	research is limited.	understanding of	
(ACEI 2.1; 2.3;	content and no	research.		content. Evidence is	
2.3; 2.4; 2.6;	evidence of			provided to indicate	
2.7)	research.			topic is well	
,				researched.	[1
	0%	0%	40%	60%	blank]

	1	T	T	T	
Lesson Introduction	An introduction is missing.	An introduction is used but not directly related to	An introduction is used, - directly related to the	An introduction is used, directly related to the	
(ACEI 2.1; 3.2;		the lesson.	lesson and	lesson, enhances	
3.4)			enhances student	student interest,	
			interest.	and leads into the	
				development of the	
				lesson.	
	0%	0%	81.82%	18.18%	
Lesson	Lesson is not	Lesson is adequately	Lesson is adequately	Lesson is adequately	
Development	logically sequenced,	and sequentially	and sequentially	and sequentially	
Development	, ,	, ,		· · · · · · · · · · · · · · · · · · ·	
(ACEL 2.1. 2.2)	nor does it provide	developed building	developed building	developed building	
(ACEI 2.1; 3.2)	opportunity for	from simple to	from simple to	from simple to	
	guided or	complex with no	complex with	complex with	
	independent 	opportunity for	opportunities for	opportunities for	
	practice.	guided practice.	guided practice, but	guided and	
			no independent	independent	
			practice.	practice.	
	0%	0%	63.64%	36.36%	
Instructional	Instructional	Some instructional	Most instructional	Instructional	
Strategies	strategies are not	strategies are	strategies are	strategies are	
Strategies	appropriate and are	appropriate for	appropriate for	appropriate for	
(ACEI 2.1; 3.3;	not aligned with the	learning outcome	learning outcome	learning outcome	
3.4)	learning	(s) that are	(s); they are	(s). They are	
3.4)	outcome(s).	meaningful.	meaningful and	meaningful, varied,	
	outcome(s).	meaningrai.	varied, but evidence	and differentiated.	
			no differentiation	and unferentiated.	
	00/	10.100/		C2 C40/	
	0%	18.18%	18.18%	63.64%	
Questioning	Uses ineffective	Uses questioning	Uses a variety of	Uses a variety of	
Strategies	questions that do	techniques that are	effective	effective	
(ACEI 3.2; 3.3;	not promote critical	effective and	questioning	questioning	
4.0)	thinking.	promote some	techniques- that	techniques that	
•		levels of thinking.	promote some	promote critical	
			critical thinking but	thinking and	
			no problem solving.	problem solving.	
	0%	0%	81.82%	18.18%	
	3,5	1	1 52.52,5	25.2075	

Technology					
Used	Selection and	Some selections and	Some selections and	Selection and	
(ACEI 3.1; 3.5)	application of	applications of	applications of	application of	
	technology is	technology are not	technology are	technology are	
	inappropriate or	appropriate for the	appropriate for the	appropriate for the	
	non-existent.	learning	learning	learning outcomes	
		environment.	environment and	and the learning	
		Technologies	outcomes	environment.	
		selected do not	Technologies	Technologies	
		enhance learning.	applied enhance	applied enhance	
			learning.	learning.	
	0%	0%	36.36%	63.64%	
Materials	Materials are	Few materials	Most materials	A variety of	
Needed	missing or are used	directly support the	directly support	materials that	
Needed	inappropriately.	learning objective	learning objective	directly support	
	шарргорпасету.	(s), are not listed,	(s), are clearly listed,	learning objective	
		and few meet the	and meet the needs	are clearly listed	
		needs of all	of all students.	and meet the needs	[1
		students.	or all students.	of all students.	blank]
	0%	0%	20%	80%	Diarikj
	070	070	2070	8070	
Closure	Closure session is	Closure is evident	Closure is evident	Closure is evident	
	absent from plan.	and summarizes and	and summarizes and	and summarizes and	
		solidifies few main	solidifies some main	solidifies the main	
		points of the lesson.	points of the lesson	points of the lesson.	[1
	20%	0%	10%	70%	blank]
Assassment	Method for	Method for	Method for	Method for	
Assessment	assessing student	assessing student	assessing student	assessing student	
(ACEI 4.0; 5.1)	learning and	learning and	learning and	learning and	
(ACLI 4.0, 3.1)	evaluating	evaluating	evaluating	evaluating	
	instruction is	instruction is	instruction is clearly	instruction is clearly	
	missing or	delineated but not	delineated and	differentiated and	
	inappropriate.	differentiated and	aligned to lesson's	delineated and	
	парргорнасс.	aligned to lesson's	objective but is not	aligned to lesson's	
		objective.	differentiated.	objective.	[1
	0%	0%	30%	70%	blank]
<u> </u>	1 3,5	1 2/2		1 3,3	