

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

Lesson Plan Rubric (Entry Course)

STX 9

Lesson Plan	Unacceptable	Beginning	Developing	Target
Elements	1	2	3	4
	Instructional objective	Has an	Instructional objective is	Instructional objectives are clearly
Instructional	is not stated clearly.	instructional	stated and descriptive of	stated and descriptive of learning
Objectives		objective but is	learning outcomes that	outcomes that are measurable,
		not descriptive of	are measurable,	observable, and student oriented;
(ACEI 3.1)		a learning	observable, and student	includes condition, behavior and
		outcome and does	oriented but does not	criterion.
		not include	include condition and	
		condition and	criterion.	
		criterion.	11%	89%
	Plan shows little	Weak content and	Content is accurate but	Thorough knowledge and
Content Knowledge	evidence of knowledge	inadequate	evidence of research is	understanding of content. Evidence
	of content and no	evidence of	limited.	is provided to indicate topic is well
(ACEI 2.1; 2.3; 2.3;	evidence of research.	research.		researched.
2.4; 2.6; 2.7)				100%
	An introduction is	An introduction is	An introduction is used	An introduction related to the
Lesson Introduction	missing.	used but not	and directly related to	lesson enhances student interest
		directed to the	the lesson and enhances	and leads into the development of
(ACEI 2.1; 3.2; 3.4)		lesson.	student interest.	the lesson.
				100%

	Lesson is not logically	Lesson is	Lesson is adequately and	Lesson is adequately and
Lesson Development	sequenced, nor does it	adequately and	sequentially developed	sequentially developed building
2000011 Development	provide opportunity	sequentially	building from simple to	from simple to complex with
(ACEI 2.1; 3.2)	for guided or	developed building	complex with	opportunities for guided and
(,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	independent practice.	from simple to	opportunities for guided	independent practice.
	macpenaent praetice.	complex	practice.	100%
	Instructional strategies	Some instructional	Most instructional	Instructional strategies are
Instructional	are not appropriate	strategies are	strategies are	appropriate for learning outcome.
Strategies	and are not aligned	appropriate for	appropriate for learning	They are meaningful, varied and
Strategies	with the learning	learning outcome	outcome; they are	differentiated.
(ACEI 2.1; 3.3; 3.4)	outcome.	that are	meaningful and varied.	differentiated.
(ACLI 2.1, 3.3, 3.4)	outcome.	meaningful.	ineaningral and varieu.	100%
	Uses ineffective	Uses questioning	Uses a variety of	Uses a variety of effective
Questioning	questions that do not	techniques that	effective questioning	questioning techniques that
Strategies	promote critical	are effective and	techniques.	promote critical thinking and
(ACEI 3.2; 3.3; 4.0)	thinking.	promote some	techniques.	problem solving.
(ACEI 3.2, 3.3, 4.0)	ullikilig.	levels of thinking.	11%	89%
	Selection and	Some selections	Some selections and	
Tachmalaguilland				Selection and application of
Technology Used	application of	and applications of	applications of	technology is appropriate for the
(ACEI 3.1; 3.5)	technology is	technology are not	technology are	learning outcomes and the learning
	inappropriate or non-	appropriate for	appropriate for learning	environment. Technologies applied
	existent.	the learning	environment and	enhance learning.
		environment.	outcomes and enhance	
		Technologies	learning; Technologies	
		selected do not	applied enhance	1000/
		enhance learning.	learning.	100%
	Materials are missing	Few materials	Most materials directly	A variety of materials that directly
Materials Needed	or are used	directly support	support learning	support learning objectives are
	inappropriately.	learning objective.	objective are clearly	clearly listed and meet the needs of
			listed and meet the	all students.
			needs of all students.	100%

	Closure session is	Closure is evident	Closure is evident and	Closure is evident and summarizes
Closure	absent from plan.	and summarizes	summarizes and	and solidifies main points of the
		and solidifies few	solidifies some main	lesson.
		main points of the	points of the lesson.	
		lesson.		
			11%	89%
	Method for assessing	Method for	Method for assessing	Method for assessing student
Assessment	student learning and	assessing student	student learning and	learning and evaluating instruction
	evaluating instruction	learning and	evaluating instruction is	is clearly differentiated and
(ACEI 4.0; 5.1)	is missing or	evaluating	clearly delineated and	delineated and aligned to lesson's
	inappropriate.	instruction is	aligned to lesson's	objective.
		delineated but not	objective but is not	
		differentiated and	differentiated.	
		aligned to lesson's		
		objective.		100%