



**University of the Virgin Islands
School of Education
Bachelor of Arts in Education
Elementary Education
Spring 2015**

Lesson Plan Rubric (Entry Course)

STX 6

Lesson Plan Elements	Unacceptable	Beginning	Developing	Target	Blank
Instructional Objectives (ACEI 3.1)	Instructional objective is not stated clearly.	Has an instructional objective but is not descriptive of a learning outcome and does not include condition and criterion.	Instructional objective is stated and descriptive of learning outcomes that are measurable, observable, and student oriented but does not include condition and criterion.	Instructional objectives are clearly stated and descriptive of learning outcomes that are measurable, observable, and student oriented; includes condition, behavior and criterion. 100%	
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.	Weak content and inadequate evidence of research.	Content is accurate but evidence of research is limited.	Thorough knowledge and understanding of content. Evidence is provided to indicate topic is well researched. 100%	
Lesson Introduction (ACEI 2.1; 3.2; 3.4)	An introduction is missing.	An introduction is used but not directed to the lesson.	An introduction is used and directly related to the lesson and enhances student interest. 17%	An introduction related to the lesson enhances student interest and leads into the development of the lesson. 83%	

Lesson Development (ACEI 2.1; 3.2)	Lesson is not logically sequenced, nor does it provide opportunity for guided or independent practice.	Lesson is adequately and sequentially developed building from simple to complex 17%	Lesson is adequately and sequentially developed building from simple to complex with opportunities for guided practice.	Lesson is adequately and sequentially developed building from simple to complex with opportunities for guided and independent practice. 66%	17%
Instructional Strategies (ACEI 2.1; 3.3; 3.4)	Instructional strategies are not appropriate and are not aligned with the learning outcome.	Some instructional strategies are appropriate for learning outcome that are meaningful.	Most instructional strategies are appropriate for learning outcome; they are meaningful and varied.	Instructional strategies are appropriate for learning outcome. They are meaningful, varied and differentiated. 83%	17%
Questioning Strategies (ACEI 3.2; 3.3; 4.0)	Uses ineffective questions that do not promote critical thinking.	Uses questioning techniques that are effective and promote some levels of thinking. 17%	Uses a variety of effective questioning techniques.	Uses a variety of effective questioning techniques that promote critical thinking and problem solving. 67%	17%
Technology Used (ACEI 3.1; 3.5)	Selection and application of technology is inappropriate or non-existent.	Some selections and applications of technology are not appropriate for the learning environment. Technologies selected do not enhance learning.	Some selections and applications of technology are appropriate for learning environment and outcomes and enhance learning; Technologies applied enhance learning. 17%	Selection and application of technology is appropriate for the learning outcomes and the learning environment. Technologies applied enhance learning. 67%	17%

Materials Needed	Materials are missing or are used inappropriately.	Few materials directly support learning objective.	Most materials directly support learning objective are clearly listed and meet the needs of all students.	A variety of materials that directly support learning objectives are clearly listed and meet the needs of all students. 100%	
Closure	Closure session is absent from plan.	Closure is evident and summarizes and solidifies few main points of the lesson.	Closure is evident and summarizes and solidifies some main points of the lesson. 17%	Closure is evident and summarizes and solidifies main points of the lesson. 83%	
Assessment (ACEI 4.0; 5.1)	Method for assessing student learning and evaluating instruction is missing or inappropriate.	Method for assessing student learning and evaluating instruction is delineated but not differentiated and aligned to lesson's objective.	Method for assessing student learning and evaluating instruction is clearly delineated and aligned to lesson's objective but is not differentiated.	Method for assessing student learning and evaluating instruction is clearly differentiated and delineated and aligned to lesson's objective. 100%	