

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

Lesson Plan Cluster

STX 6

Lesson Plan	Unacceptable	Beginning	Developing	Target
Elements	1	2	3	4
Instructional Objectives (ACEI 3.1)	Instructional objective is not stated clearly.	Instructional objective is included but is not descriptive of a learning outcome and does not include the 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
			500/	criterion.
Language Arts			50%	50%
Math (1 blank)			33%	50%
Science			33%	67%
Social Studies			50%	50%
Content Knowledge (ACEI 2.1; 2.3; 2.3; 2.4 corresponding to four separate lesson plans)	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.
Language Arts				100%
Math (1 blank)				83%
Science			33%	67%
Social Studies			33%	67%
Lesson	An introduction is	An introduction is	An introduction is	An introduction is

Lesson Plan	Unacceptable	Beginning	Developing	Target
Elements	1	2	3	4
Introduction	missing.	used but not	used, - directly	used, directly
		directly related to	related to the	related to the
(ACEI 3.4)		the lesson.	lesson and	lesson, enhances
			enhances student	student interest,
			interest.	and leads into the
				development of the
				lesson.
Language Arts			17%	83%
Math (1 blank)				83%
Science			33%	67%
Social Studies			33%	67%
			Lesson is	
Lesson	Lesson is not	Lesson is	adequately and	Lesson is
Development	logically	adequately and	sequentially	adequately and
	sequenced, nor	sequentially	developed building	sequentially
(ACEI 3.1)	does it provide	developed	from simple to	developed building
	opportunity for	building from	complex with	from simple to
	guided or	simple to complex	opportunities for	complex with
	independent	with no	guided practice, but	opportunities for
	practice.	opportunity for	no independent	guided and
		guided practice.	practice.	independent
				practice.
Language Arts			33%	67%
Math (1 blank)				83%
Science			50%	50%
Social Studies			17%	83%
Instructional	Instructional	Some instructional	Most instructional	Instructional
Strategies	strategies are not	strategies are	strategies are	strategies are
	appropriate and	appropriate for	appropriate for	appropriate for
(ACEI 3.2)	are not aligned	learning	learning	learning
	with the learning	outcome(s) that	outcome(s); they	outcome(s). They
	outcome(s).	are meaningful.	are meaningful and	are meaningful,
			varied, but	varied, and
			evidence no	differentiated.
			differentiation	
Language Arts			33%	67%
Math (1 blank)			17%	67%
Science			33%	67%
Social Studies			17%	83%
Questioning	Uses ineffective	Uses questioning	Uses a variety of	Uses a variety of
Strategies	questions that do	techniques that	effective	effective
	not promote	are effective and	questioning	questioning
(ACEI 3.3)	critical thinking.	promote some	techniques- that	techniques that

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Lesson Plan	Unacceptable	Beginning	Developing	Target
Elements	1	2	3	4
		levels of thinking.	promote some	promote critical
			critical thinking but	thinking and
			no problem solving.	problem solving.
Language Arts				100%
Math (1 blank)				83%
Science				100%
Social Studies			17%	83%
Jocial Studies			1770	8370
Tookaalaav	Calaatian and	Como coloctione	Company	Calaatian and
Technology	Selection and	Some selections	Some selections	Selection and
Used	application of	and applications	and applications of	application of
	technology is	of technology are	technology are	technology are
(ACEI 3.5)	inappropriate or	not appropriate	appropriate for the	appropriate for the
	non-existent.	for the learning	learning	learning outcomes
		environment.	environment and	and the learning
		Technologies	outcomes	environment.
		selected do not	Technologies	Technologies
		enhance learning.	applied enhance	applied enhance
		cimanee rearring.	learning.	learning.
			learning.	learning.
Languago Arts				100%
Language Arts			17%	
Math (2 blanks)				50%
Science			33%	67%
Social Studies			17%	83%
_			_	_
Materials	Materials are	Few materials	Most materials	A variety of
Needed	missing or are	directly support	directly support	materials that
	used	the learning	learning objective	directly support
	inappropriately.	objective (s), are	(s), are clearly	learning objective
		not listed, and few	listed, and meet the	are clearly listed
		meet the needs of	needs of all	and meet the needs
		all students.	students.	of all students.
Language Arts			33%	67%
Math (1 blank)			17%	67%
Science			1770	100%
Social Studies				100%
Social Studies				10070
Closure	Closure session is	Closure is evident	Closure is evident	Closure is evident
	absent from plan.	and summarizes	and summarizes	and summarizes
		and solidifies few	and solidifies some	and solidifies the
		main points of the	main points of the	main points of the
		lesson.	lesson	lesson.
Language Arts				100%
Math (1 blank)				83%
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Lesson Plan	Unacceptable	Beginning	Developing	Target
Elements	1	2	3	4
Science			17%	83%
Social Studies			33%	67%
Assessment	Method for	Method for	Method for	Method for
	assessing student	assessing student	assessing student	assessing student
(ACEI 4.0)	learning and	learning and	learning and	learning and
	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
		aligned to lesson's	objective but is not	aligned to lesson's
		objective.	differentiated.	objective.
Language Arts			33%	67%
Math (1 blank)			33%	50%
Science			50%	50%
Social Studies			50%	50%