



**University of the Virgin Islands**  
**School of Education**  
**Bachelor of Arts in Education**  
**AY 2015-2016**

**Elementary Education**  
**Lesson Plan Rubric**  
**Fall 2015**

EDU 250; STX 8

| Lesson Plan Elements   | Unacceptable<br>1   | Beginning<br>2  | Developing<br>3  | Target<br>4   |
|--|---|---|--|---|
| <b>Instructional Objectives</b><br><b>(ACEI 3.1)</b>                   | 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.<br><br>12.50% | Instructional objective is stated and descriptive of learning outcomes that are measurable, observable, and student oriented but does not include condition and criterion.<br><br>37.50% | Instructional objectives are clearly stated and descriptive of learning outcomes that are measurable, observable, and student oriented; includes condition, behavior and criterion.<br><br>50.00% |
| <b>Content Knowledge</b><br><b>(ACEI 2.1; 2.3; 2.3; 2.4; 2.6; 2.7)</b> | 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.<br><br>25.00%   | Thorough knowledge and understanding of content. Evidence is provided to indicate topic is well researched.<br><br>75.00%   |
| <b>Lesson Introduction</b>   | An introduction is missing.   | An introduction is used but not   | An introduction is used and directly related to  | An introduction related to the lesson enhances student interest   |

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|--|--|---|---|---|
| <b>(ACEI 2.1; 3.2; 3.4)</b>                              |  | directed to the lesson.   | the lesson and enhances student interest.<br>50.00%   | and leads into the development of the lesson.<br>50.00%   |
| <b>Lesson Development<br/>(ACEI 2.1; 3.2)</b>            | 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<br>25.00%   | Lesson is adequately and sequentially developed building from simple to complex with opportunities for guided practice.<br>25%  | Lesson is adequately and sequentially developed building from simple to complex with opportunities for guided and independent practice.<br>50%                  |
| <b>Instructional Strategies<br/>(ACEI 2.1; 3.3; 3.4)</b> | Instructional strategies are not appropriate and are not aligned with the learning outcome.            | Some instructional strategies are appropriate for learning outcome that are meaningful.<br>25.00%   | 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.<br>75.00%  |
| <b>Questioning Strategies<br/>(ACEI 3.2; 3.3; 4.0)</b>   | Uses ineffective questions that do not promote critical thinking.                                      | Uses questioning techniques that are effective and promote some levels of thinking.<br>25.00%   | Uses a variety of effective questioning techniques.<br>12.50%   | Uses a variety of effective questioning techniques that promote critical thinking and problem solving.<br>62.50%  |
| <b>Technology Used<br/>(ACEI 3.1; 3.5)</b>               | 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.<br>25.00% | Some selections and applications of technology are appropriate for learning environment and outcomes and enhance learning; Technologies applied enhance learning.<br>25.00% | Selection and application of technology is appropriate for the learning outcomes and the learning environment. Technologies applied enhance learning.<br>50.00% |

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|---------------------------------------|---|--|---|--|
| <b>Materials Needed</b>               | Materials are missing or are used inappropriately.  | Few materials directly support learning objective.<br><br>25.00%   | Most materials directly support learning objective are clearly listed and meet the needs of all students.<br><br>25.00%   | A variety of materials that directly support learning objectives are clearly listed and meet the needs of all students.<br><br>50.00%                      |
| <b>Closure</b>                        | Closure session is absent from plan.  | Closure is evident and summarizes and solidifies few main points of the lesson.<br><br>25.00%  | Closure is evident and summarizes and solidifies some main points of the lesson.<br><br>37.50%  | Closure is evident and summarizes and solidifies main points of the lesson.<br><br>37.50%  |
| <b>Assessment<br/>(ACEI 4.0; 5.1)</b> | 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.<br><br>25.00% | Method for assessing student learning and evaluating instruction is clearly delineated and aligned to lesson's objective but is not differentiated.<br><br>50.00% | Method for assessing student learning and evaluating instruction is clearly differentiated and delineated and aligned to lesson's objective.<br><br>25.00% |