

Lesson Plan Content Area

Lesson Plan Elements	Proficient	Developing	Beginning	Unacceptable	Unobse rved
Instructional Objectives	Instructional objectives are clearly stated and descriptive of learning outcomes that are measurable, observable, and student oriented; includes condition, behavior 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 objective is included but is not descriptive of a learning outcome and does not include the condition and criterion.	Instructional objective is not stated clearly.	
Reading-Literacy	STX 2	STX 5	CITICITOII.		
Mathematics		STT 4			
Science	STX 2	STX 1			
Materials Needed	A variety of materials that directly support learning objective are clearly listed and meet the needs of all students.	Most materials directly support learning objective (s), are clearly listed, and meet the needs of all students.	Few materials directly support the learning objective (s), are not listed, and few meet the needs of all students.	Materials are missing or are used inappropriately.	
Reading-Literacy	STX 4	STX 3	Students.		
Mathematics		STX 4			
Science	STX 2	STX 1			



An introduction is used. An introduction is used. Introduction Interest, and leads into the development of the lesson, enhances student interest, and leads into the development of the lesson. Reading-Literacy Mathematics STX 6 STX 1 STX 1 STX 1 STX 2 Manual introduction is used, and introduction is used, and interest, and leads into the development of the lesson. Reading-Literacy Mathematics STX 3 An introduction is used, and interest, and leads into the development of the lesson. Reading-Literacy Mathematics STX 4 STX 1 STX 2 An introduction is used, and introduction is used, and interest, and leads into the development of the lesson. STX 6 STX 1 STX 1 STX 1 Mathematics STX 3 Content Knowledge NAEYC 5 a, b, c) Reading-Literacy Mathematics STX 2 STX 5 STX 4 STX 5 STX 5 STX 5 STX 4 STX 5 STX 5 STX 5 STX 5 STX 4 STX 5 STX 5 STX 5 STX 5 STX 4 STX 5 STX 5 STX 5 STX 4 STX 2 STX 5 STX 5 STX 4 STX 2 STX 5 STX 5 STX 5 STX 4 STX 2 STX 5 STX 5 STX 4 STX 2 STX 5 STX 5 STX 5 STX 5 STX 5 STX 5 STX 6 STX 5 STX 5 STX 5 STX 5 STX 5 STX 5 STX 6 STX 5 STX 5 STX 5 STX 6 STX 5 STX 5 STX 5 STX 5 STX 5 STX 6 STX 5 STX 5 STX 5 STX 6 STX 6 STX 1 STX 1 STX 2 STX 5 STX 5 STX 5 STX 5 STX 6 STX 6 STX 1 STX 2 STX 5 STX 5 STX 6 STX 6 STX 6 STX 1 STX 1 STX 1 STX 2 STX 5 STX 5 STX 5 STX 4 STX 5 STX 6 STX 4 STX 6 STX 6 STX 6 STX 6 STX 1 STX 2 STX 5 STX 5 STX 6 STX 1 STX 2 STX 5 STX 6 STX 6 STX 1 STX 1 STX 2 STX 5 STX 6 STX 6 STX 1 STX 1 STX 1 STX 2 STX 5 STX 6 STX 1 STX 1 STX 1 STX 2 STX 5 STX 6 STX 1 STX 1 STX 1 STX 1 STX 1 STX 2 STX 2 STX 5 STX 6 STX 1 STX 1 STX 1 STX 1 STX 1 STX 1 STX 2 STX 1 STX 2 STX 1 STX 2 STX 1 STX	Technology Used	Selection and application of technology are appropriate for the learning outcomes	Some selections and applications of technology	Some selections and applications of	Selection and application of technology is
Mathematics Science STX 4 Science STX 3 An introduction is used, directly related to the lesson, enhances student interest, and leads into the development of the lesson. Reading-Literacy STX 6 Science STX 3 An introduction is used, directly related to the lesson and enhances student interest. STX 1 STX 4 Science STX 1 STX 4 Science STX 3 Content Knowledge Content Knowledge NAEYC 5 a, b, c) Reading-Literacy STX 2 STX 5 Mathematics STX 4 STX 1 STX 4 Science STX 3 STX 4 Science STX 4 Science STX 3 STX 4 Science STX 4 Science STX 3 STX 4 Science		and the learning environment. Technologies	learning environment and outcomes Technologies	appropriate for the learning environment. Technologies selected do not enhance	inappropriate or non-
An introduction is used, directly related to the lesson, enhances student interest, and leads into the development of the lesson. Reading-Literacy STX 6 Content Knowledge (NAEYC 5 a, b, c) Reading-Literacy STX 2 Mathematics STX 2 An introduction is used, - directly related to the lesson and enhances student interest. An introduction is used, - directly related to the lesson. STX 3 An introduction is used but not directly related to the lesson. STX 1 STX 1 STX 1 STX 4 Content understanding of content. Evidence is provided to indicate topic is well researched. NAEYC 5 a, b, c) Reading-Literacy STX 2 STX 5 Mathematics STX 2 STX 5 Mathematics STX 3 An introduction is used, - directly related to the lesson. Sused but not directly related to the lesson. Missing. An introduction is used but not directly related to the lesson. Since STX 1 STX 1 Weak content and inadequate evidence of research. Knowledge of content and inadequate evidence of research. Reading-Literacy STX 2 STX 5 Mathematics STX 4		STX 4	STX 1		STX 2
An introduction is used, directly related to the lesson, enhances student interest, and leads into the development of the lesson. Reading-Literacy STX 6 STX 1 Mathematics Thorough knowledge and understanding of content. Knowledge NAEYC 5 a, b, c) Reading-Literacy STX 2 STX 2 STX 5 Mathematics An introduction is used, directly related to the lesson. Situdent interest. Student interest. An introduction is used, directly related to the lesson. Situdent interest. An introduction is used, directly related to the lesson. Situdent interest. An introduction is used, directly related to the lesson. STX 1 STX 1 STX 1 Weak content and inadequate evidence of research. Weak content and inadequate evidence of research. Reading-Literacy STX 2 STX 5 Mathematics STX 4					
directly related to the lesson, enhances student interest, and leads into the development of the lesson. Reading-Literacy STX 6 STX 1 Steince STX 3 Thorough knowledge and understanding of content. Evidence is provided to indicate topic is well researched. Reading-Literacy STX 2 STX 5 STX 4 STX 5 STX 4 STX 4 STX 5 STX 4 STX 4 STX 5 STX 6 S	Science		STX 3		
Mathematics STX 4 Science STX 3 Thorough knowledge and understanding of content. Evidence is provided to indicate topic is well researched. Reading-Literacy Mathematics STX 4 Weak content and inadequate evidence of research is limited. Weak content and inadequate evidence of knowledge of content and no evidence of research. STX 4 STX 4 STX 4 Weak content and inadequate evidence of knowledge of content and no evidence of research. STX 5 STX 5 STX 4	Lesson Introduction	directly related to the lesson, enhances student interest, and leads into the	directly related to the lesson and enhances	used but not directly	
Content Knowledge Content Knowledge (NAEYC 5 a, b, c) Reading-Literacy Mathematics Thorough knowledge and understanding of content. Evidence is provided to indicate topic is well research. Content is accurate but evidence of research is inadequate evidence of research. Weak content and inadequate evidence of knowledge of content and no evidence of research. STX 2 STX 5 STX 4		STX 6	STX 1		
Thorough knowledge and understanding of content. Evidence is provided to indicate topic is well researched. Content Knowledge Thorough knowledge and understanding of content. Evidence of research is indicate topic is well researched. Content is accurate but evidence of research is limited. Weak content and inadequate evidence of knowledge of content and no evidence of research. Reading-Literacy Mathematics STX 2 STX 5 Mathematics STX 4			STX 4		
Content Knowledge understanding of content. Evidence is provided to indicate topic is well researched. Reading-Literacy STX 2 Mathematics inadequate evidence of research is inadequate evidence of knowledge of content and no evidence of research. STX 5 STX 4	Science	STX 3			
Reading-Literacy STX 2 STX 5 Mathematics STX 4	Content Knowledge	understanding of content. Evidence is provided to	evidence of research is	inadequate evidence of	evidence of knowledge of content and no evidence of
Mathematics STX 4			CTV 5		research.
517.4		S1A 2			
	Science	CTV 1			



Instructional Strategies	Instructional strategies are appropriate for learning outcome (s). They are	Most instructional strategies are appropriate for learning outcome (s);	Some instructional strategies are appropriate for learning	Instructional strategies are not appropriate and are not aligned	
(NAEYC 4 b, c; 5 c)	meaningful, varied, and differentiated.	they are meaningful and varied, but evidence no differentiation	outcome (s) that are meaningful.	with the learning outcome(s).	
Reading-Literacy	STX 7				
Mathematics		STX 4			
Science		STX 3			
Questioning Strategies	Uses a variety of effective questioning techniques that promote critical thinking and	Uses a variety of effective questioning techniques- that promote	Uses questioning techniques that are effective and promote	Uses ineffective questions that do not promote critical	
(NAEYC 4 b,	problem solving.	some critical thinking but no problem solving.	some levels of thinking.	thinking.	
Reading-Literacy	STX 7				
Mathematics		STX 4			
Science	STX 1	STX 2			
Lesson Development (NAEYC 5 b)	Lesson is adequately and sequentially developed building from simple to complex with opportunities for guided and independent practice.	Lesson is adequately and sequentially developed building from simple to complex with opportunities for guided practice, but no independent practice.	Lesson is adequately and sequentially developed building from simple to complex with no opportunity for guided practice.	Lesson is not logically sequenced, nor does it provide opportunity for guided or independent practice.	
Reading-Literacy	STX 2	STX 5			
Mathematics		STX 3	STT 1		
Science	STX 2	STX 1			



	Closure is evident and	Closure is evident and	Closure is evident	Closure session is
Closure	summarizes and solidifies	summarizes and solidifies	and summarizes and	absent from plan.
	the main points of the lesson.	some main points of the	solidifies few main	
		lesson.	points of the lesson.	
Reading-Literacy	STX 2	STX 5		
Mathematics		STX 4		
Science	STX 1	STX 2		
Assessment	Method for assessing student learning and evaluating instruction is clearly	Method for assessing student learning and evaluating instruction is	Method for assessing student learning and evaluating instruction is	Method for assessing student learning and evaluating
	differentiated and delineated and aligned to lesson's objective.	clearly delineated and aligned to lesson's objective but is not differentiated.	delineated but not differentiated and aligned to lesson's objective.	instruction is missing or inappropriate.
Reading-Literacy	STX 1	STX 6		
Mathematics		STX 4		
Science		STX 3		