

Notre Dame of Maryland University



Lesson Plan Rubric

Criterion	Unacceptable (0)	Developing (1)	Proficient (2)	Exemplary (3)
<p>Value of Lesson: Ability to identify appropriate standards</p> <p>CAEP R1.3 InTASC Standard 6r</p>	Lesson does not align with appropriate content standards, professional standards, ISTE standards or lesson objective(s), instruction, and assessments.	Lesson demonstrates an alignment of the lesson with appropriate content standards and professional standards or ISTE standards and at least two of the following: lesson objective(s), instruction, and assessments.	Lesson demonstrates an alignment of the lesson with appropriate standards, including content standards, and professional standards or ISTE standards, and lesson objective(s), instruction, and assessments.	Lesson demonstrates an alignment of the lesson with appropriate standards including content standards, professional standards, ISTE standards, lesson objective(s), instruction, and assessments.
<p>Value of Lesson: Ability to formulate a lesson objective</p> <p>CAEP R1.3 InTASC 7a</p>	Lesson objective includes less than three of the SMART criterion: specific, measurable, action oriented, relevant, and time-bound.	Lesson objective includes at least three of the SMART criterion: specific, measurable, action oriented, relevant, and time-bound.	Lesson objective is SMART: specific, measurable, action oriented, relevant, and time-bound.	Lesson objective is SMART: specific, measurable, action oriented, relevant, and time-bound. Objective encourages higher-level thinking in learners.
<p>Value of Lesson: Ability to identify the essential question</p>	Lesson plan fails to include a central focus or an essential question within the content area.	Lesson plan includes a central focus, though it does not align with the chosen standards. Lesson plan includes an open-ended idea or question within the content area. Real world application is inappropriate or missing.	Lesson plan includes a central focus that clearly aligns with the chosen standards. Lesson plan includes an open-ended, thought-provoking idea or question that points toward important, transferable ideas within the content area. This essential question is loosely related to real world application.	Lesson plan includes a central focus that clearly aligns with the chosen standards. Lesson plan includes an open-ended, thought-provoking question that points toward important, transferable ideas within (and sometimes across) content areas. This essential question clearly identifies how the lesson skill and/or knowledge is necessary for real world application.

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<p>Value of Lesson: Ability to identify appropriate formative assessment</p> <p>CAEP R1.3 InTASC 6a</p>	Lesson plan fails to include appropriate formative assessment strategies to monitor progress of student learning during instruction.	Lesson plan includes a general formative assessment strategy to monitor progress of student learning during instruction.	Lesson plan includes a specific and appropriate, formative assessment strategy to monitor progress of student learning throughout instruction.	Lesson plan includes several specific, varied and appropriate formative assessment strategies to monitor progress of student learning throughout instruction.
<p>Value of Lesson Ability to describe the summative assessment</p> <p>CAEP R1.3 InTASC 6k</p>	End of Lesson Assessment (formative or summative) is not aligned with stated objective or is not included.	End of Lesson Assessment (formative or summative) partially evaluates student achievement of stated objectives.	End of Lesson Assessment (formative or summative) evaluates student achievements of stated objectives.	End of Lesson Assessment (formative or summative) evaluates student achievement of stated objectives through differentiated assessment .
<p>Value of Lesson: Ability to identify appropriate academic language demands</p> <p>CAEP R1.2 InTASC 4h</p>	Language supports are missing OR Language demands identified by the candidate are not aligned with the selected language functions or task.	Language supports primarily address one language demand (content -specific vocabulary, function, syntax, discourse).	General language supports address use of two or more language demands (content- specific vocabulary, function, syntax, discourse).	Targeted language supports address use of content-specific vocabulary and language function, AND one or more additional language demands (syntax, discourse) to meet the needs of students with different levels of language learning.
<p>Context for Learning: Ability to describe knowledge of learners and the instructional decisions based on that knowledge</p> <p>CAEP 1.1 InTASC 2j</p>	Candidate's description of the class and justification of learning tasks is either missing OR represents a deficit view of students and their backgrounds.	Candidate describes the students in the class, and justifies learning tasks with limited attention to students' prior academic learning or personal assets.	Candidate describes the students in the class, justifying instructional decisions based on knowledge of students' prior academic learning and personal assets.	Candidate describes the students in the class, justifying instructional decisions based on knowledge of learners (age/grade level, prior academic learning and personal/ cultural/ community assets).

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<p>Context for Learning: Ability to describe individual or small group needs and describe differentiated practices based on that knowledge</p> <p>CAEP 1.1 InTASC 2a</p>	<p>There is no evidence of planned supports for diversity among students.</p>	<p>Planned supports differentiate learning for a variety of students including at least 2 of the following: Multilingual Learners, students with IEP/504, gifted learners, and students performing below grade level</p>	<p>Planned supports differentiate learning for a variety of students including: Multilingual Language Learners, students with IEP/504, gifted learners, AND students performing below grade level</p>	<p>Planned supports are varied and differentiate learning for a variety of students including: Multilingual Learners, students with IEP/504, gifted learners, and students performing below grade level AND respond to potential preconceptions or partial understandings and common errors, for the majority of students.</p>
<p>Context for Learning: Ability to describe multicultural and equity considerations and discuss the lesson implications</p> <p>CAEP 1.1 InTASC 2k</p>	<p>Lesson plan fails to address multicultural assets or equity needs.</p>	<p>Lesson plan describes multicultural assets OR equity needs.</p>	<p>Lesson plan describes multicultural assets AND equity needs.</p>	<p>Lesson plan describes both multicultural assets AND equity needs, AND builds on student cultural assets.</p>
<p>Instructional Procedures: Ability to identify appropriate instructional materials</p>	<p>Lesson plan omits appropriate instructional materials or includes an inadequate listing.</p>	<p>Lesson plan lists instructional materials appropriate for the lesson.</p>	<p>Lesson plan lists instructional materials appropriate for the lesson, including quantities of each.</p>	<p>Lesson plan lists instructional materials appropriate for the lesson, including quantities and sources of each (references, if appropriate and/or if materials are provided by student or teacher).</p>

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Instructional Procedures: Ability to identify and describe technology integration CAEP R1.3 InTASC 8n	Lesson plan fails to identify or describe how technology will be integrated	Lesson plan only identifies the technology to be used and/or inadequately describes how technology will be integrated	Lesson plan identifies and describes a technology resource to engage learners including: who will use it and why it is appropriate for this lesson and for these students.	Lesson plan identifies and describes a technology resource to engage learners including: who will use it and why it is appropriate for this lesson and for these students. ISTE standards are identified.
Instructional Procedures: Ability to describe management considerations CAEP R1.1 InTASC 3d	Plan fails to include a basic description of behavioral expectations for the classroom and/or does not offer a sound plan for management of students.	Plan includes a description of behavioral expectations for the classroom and a detailed plan for whole class management of two of the following: learners' time, space, or attention.	Plan includes a description of behavioral expectations for the classroom and a detailed plan for whole class management of learners' time, space, and attention.	Plan includes a description of behavioral expectations for the classroom and a detailed plan for management of the whole class and individual learners' time, space, and attention.
Instructional Procedures: Ability to describe components of the planned beginning CAEP R1.1 InTASC 2c	Plan fails to include practices to motivate or engage learners.	Plan includes one practice to motivate or engage learners in at least one of the following: self-reflection on prior knowledge, familiar concepts and/or experiences in preparation for new learning.	Plan includes one evidence-based practice to motivate and engage learners in self-reflection on prior knowledge or familiar concepts and/or experiences in preparation for new learning.	Plan includes more than one diverse, evidence-based practice to motivate and engage learners in self-reflection on prior knowledge and familiar concepts and/or experiences in preparation for new learning.
Instructional Procedures: Ability to describe the development of new learning CAEP R1.3 InTASC 7a	Candidate does not select or create experiences that are appropriate for the content, objective(s) or learners' needs.	Candidate selects and creates experiences that are appropriate for the content, objective(s), relevant to the learners, or scaffolded to meet the needs of the whole class.	Candidate selects and creates experiences that are appropriate for the content, objective(s), relevant to the learners, and scaffolded to meet the needs of the whole class.	Candidate selects and creates experiences that are appropriate for the content, objective(s), relevant to the learners, and scaffolded to meet the needs of specific students.

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<p>Instructional Procedures: Ability to describe the instructional strategies</p> <p>CAEP R1.3 InTASC 8h</p>	<p>Candidate does not plan instructional strategies to support and expand on learners' communication through speaking, and listening.</p>	<p>Candidate plans instructional strategies to support and expand on learners' communication through speaking, and listening, including: flexible grouping of students or interactive learning, and rich translanguaging strategies (incorporating first language where appropriate).</p>	<p>Candidate plans a variety of instructional strategies to support and expand on learners' communication through speaking, and listening, including: flexible grouping of students, interactive learning, and rich translanguaging strategies (incorporating first language where appropriate).</p>	<p>Candidate plans a variety of instructional strategies to support and expand on learners' communication through speaking, listening, reading, writing, and other modes, including: flexible grouping of students, interactive learning, and rich translanguaging strategies (incorporating first language where appropriate).</p>
<p>Instructional Procedures: Ability to describe enrichment AND re-engagement components</p> <p>CAEP R1.3 InTASC 6g</p>	<p>Plan does not sufficiently describe enrichment or re-engagement components based upon the needs of the students.</p>	<p>Plan describes either enrichment or re-engagement components based upon the needs of the students.</p>	<p>Plan describes both enrichment and re-engagement components based upon the documented needs of the students (both individual and group).</p>	<p>Candidate plans enrichment and re-engagement strategies based on formative assessment that will meet students' needs in mastering or extending learning.</p>
<p>Instructional Procedures: Ability to describe elements of the planned ending or closure</p>	<p>Lesson plan omits structured, deliberate closure to the lesson or closure is inappropriate or totally teacher-centered.</p>	<p>Lesson plan includes an activity asking students to generally summarize their learning from the lesson that was implemented.</p>	<p>Lesson plan includes an appropriate activity asking students to specifically summarize their learning from the lesson that was implemented and is aligned to the lesson objective.</p>	<p>Lesson plan includes an appropriate activity asking students to specifically summarize their learning from the lesson that was implemented and is aligned to the lesson objective.</p> <p>Students revisit lesson objective at the end of instruction to determine if the objective has been met.</p>

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Benchmark: Candidates must achieve an overall rubric mean of 2.0 (proficient) or better on this assessment.