

Massasoit Community College
 Early Childhood Education
 Preschool Lesson Plan Rubric

Student Name:

Course #:

Semester:

	Not Yet Competent	Developing Competency	Competent	Very Competent
Instruction 2 Mass Guidelines for Preschool Learning Experiences <i>(5a: Understand content knowledge—the central concepts, methods, and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.)</i>	Opts. The candidate does not demonstrate an understanding of content knowledge by providing guidelines in different content areas in the proper format.	1-6pts. The candidate demonstrates an understanding of content knowledge by providing guidelines in different content areas but may not be clearly integrated and may not be in the proper format.	7-8pts The candidate applies an understanding of content knowledge by providing 3 integrated guidelines in different content areas in the proper format	9-10pts. The candidate applies a strong understanding of content knowledge by providing 3 clearly integrated guidelines in different content areas in the proper format
Comments:				
Instruction 3 Objectives 3a: Understand that assessments (formal and informal, formative and summative) are conducted	Opts. The candidate is unable to demonstrate an understanding that assessments are conducted to make informed choices about instruction and for planning in early learning settings as objectives are not measurable	1-6 pts The candidate demonstrates a basic understanding that assessments are conducted to make informed choices about instruction and for planning in early learning settings as not all objectives are measurable or	7-8 pts. The candidate demonstrates an understanding that assessments are conducted to make informed choices about	9-10pts. The candidate applies their understanding that assessments are conducted

<p>to make informed choices about instruction and for planning in early learning settings.</p>	<p>or related to the Mass PS Guidelines with which they are aligned.</p>	<p>related to the Mass PS Guidelines with which they are aligned.</p>	<p>instruction and for planning in early learning settings as objectives are measurable and related to the Mass PS Guidelines they are aligned with.</p>	<p>to make informed choices about instruction and for planning in early learning settings as objectives are not only measurable and related to the Mass PS Guidelines but also with a level of clarity that makes assessment of the objective easily observable.</p>
<p>Comments:</p>				
<p>Instruction 4 Materials <i>4c) Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.)</i></p>	<p>Opts. The candidate does not present a list of materials that are developmentally, culturally, linguistically relevant, and/or anti-bias and does not include materials that allow students to use multiple methods to practice skills and show understanding.</p>	<p>1pt The candidate does not present a complete list of necessary materials that are developmentally, culturally, linguistically relevant, and/or anti-bias and may not includes materials that allow students to use multiple methods to practice skills and show understanding.</p>	<p>2-3pts. The candidate presents a complete list of necessary materials that are developmentally, culturally, linguistically relevant, and/or anti-bias and includes materials that allow students to practice skills and show</p>	<p>4-5pts. The candidate presents a comprehensive and detailed list of necessary materials that are developmentally, culturally, linguistically relevant, and/or anti-bias and includes materials that allow students to use multiple methods</p>

			understanding through play-based opportunities.	to practice skills and show understanding.
Comments:				
<p>Instruction 5 Introduction/Procedure/Conclusion/Transitions (5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area.)</p>	<p>Opts. The candidate does not demonstrate an understanding of pedagogical content knowledge or supports learning in each content area by providing an Introduction/Procedure/Conclusion/Transition section that meets the Mass Guidelines and Objectives of the lesson</p>	<p>1-12pts The candidate demonstrates a basic understanding of pedagogical content knowledge and supports learning in each content area by providing an Introduction/Procedure/Conclusion/Transition section that meets some of the Mass Guidelines and Objectives of the lesson but not all.</p>	<p>14-16 pts. The candidate demonstrates an understanding of pedagogical content knowledge and supports learning in each content area by providing an Introduction/Procedure/Conclusion/Transition section that meets all of the Mass Guidelines and Objectives of the lesson</p>	<p>18-20pts. The candidate applies an understanding of pedagogical content knowledge and supports learning in each content area by providing a detailed Introduction/Procedure/Conclusion/Transition section that clearly and comprehensively meets the Mass Guidelines and Objectives of the lesson through knowledgeable pedagogy</p>
Comments:				

<p>Instruction 6 Social and Emotional Development and Approaches to Play and Learning: (4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators work with young children.)</p>	<p>0 pts The candidate is unable to show knowledge of positive, caring, supporting relationships and interactions by either not including a SEL/APL guideline or not addressing SEL/APL in the procedure of the lesson.</p>	<p>1 pt The candidate shows a basic knowledge of positive, caring, supporting relationships and interactions by including a SEL/APL guideline that is not clearly addressed in the procedure of the lesson.</p>	<p>2-3 pts The candidate demonstrates an understanding of positive, caring, supporting relationships and interactions by including a SEL/APL guideline that is clearly addressed in the procedure of the lesson.</p>	<p>4-5 pts The candidate applies a strong understanding of positive, caring, supporting relationships and interactions by including a SEL/APL guideline that is clearly addressed in detail several times throughout the procedure of the lesson.</p>
<p>Comments:</p>				
<p>Instruction 7 Individual Interventions (4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating</p>	<p>0pts The candidate does not show knowledge of the needs of each child and differentiating instruction by not providing a modification/intervention necessary for the child, where in the lesson plan they apply, and/or how they should be carried out.</p>	<p>1-6pts The candidate shows a basic knowledge of the needs of each child and differentiating instruction by providing a modification/intervention necessary for the child but may leave out where in the lesson plan they apply, and/or how they should be carried out.</p>	<p>7-8pts The candidate demonstrates an understanding of the needs of each child and differentiating instruction by providing the modifications/interventions necessary for the children, where in the lesson plan they apply, and</p>	<p>9-10pts The candidate applies a strong understanding of the needs of each child and differentiating instruction by providing a detailed account of the modifications/interventions necessary for the children, where in</p>

<p><i>instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.)</i></p>			<p>how they should be carried out.</p>	<p>the lesson plan they apply, and how they should be carried out.</p>
<p>Comments:</p>				
<p>Instruction 8 Home-School Connection <i>(2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.)</i></p>	<p>Opts The candidate does not demonstrate knowledge of collaborations with families by not providing a Home-School Connection that guides parents in supporting their child's development or shows respectful, reciprocal relationships</p>	<p>1-6pts The candidate demonstrates a basic knowledge of collaboration with families by providing a Home-School Connection that guides parents in supporting their child's development but does not show respectful, reciprocal relationships</p>	<p>7-8pts The candidate demonstrates an understanding of collaboration with families by providing a Home-School Connection that guides parents in supporting their child's development and shows respectful, reciprocal relationships</p>	<p>9-10pts The candidate applies a strong understanding of collaboration with families by providing a Home-School Connection that guides parents in supporting their child's development in multiple ways, and clearly shows respectful, reciprocal relationships</p>

<p>Instruction 9</p> <p>Goals</p> <p><i>3c. Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.</i></p>	<p>Opts</p> <p>The candidate does not show knowledge of embedding assessment-related activities into the curriculum by not providing aligned and measurable goals written in the correct format to assess students' ability to meet the curriculum goals of the lesson.</p>	<p>1-6pts</p> <p>The candidate shows a basic knowledge of embedding assessment-related activities into the curriculum by not providing aligned and measurable goals written in the correct format for all objectives of the lesson to assess students' ability to meet the curriculum goals of the lesson.</p>	<p>7-8pts</p> <p>The candidate demonstrates an understanding of embedding assessment-related activities into the curriculum by providing aligned and measurable goals written in the correct format to assess students' ability to meet all curriculum goals of the lesson.</p>	<p>9-10pts</p> <p>The candidate applies a strong understanding of embedding assessment-related activities into the curriculum and making assessment an integral part of professional practice by providing aligned and measurable goals written in the correct format to assess students' ability to meet the curriculum goals of the lesson that uses both observations of children and adult-structured assessment</p>

<p>Instruction 10 Assessment <i>(5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content, resources, and their pedagogical content knowledge.)</i></p>	<p>Opts. The candidate does not present an assessment of children's ability to meet the lesson's goals and does not include how they would modify their teaching practices.</p>	<p>1pts The candidate presents a basic assessment of children's ability to meet the lesson's goals that may not include comments or does not include how they would modify their teaching practices.</p>	<p>2-3 pts. The candidate presents an assessment of children's ability to meet the lesson's goals and includes how they would modify their teaching practices.</p>	<p>4-5pts. The candidate presents a detailed assessment of children's ability to meet the lesson's goals and includes how they would modify their teaching practices including how they may expand their knowledge in the content area.</p>
<p>Instruction 11 Reflection <i>(6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.)</i></p>	<p>Opts. The candidate does not present a reflection that allows them to intentionally reflect on their work with young children.</p>	<p>1pts The candidate presents a basic reflection that reflects on their practice but does not provide information on how it could be intentionally improved in the future.</p>	<p>2-3 pts. The candidate presents a reflection that includes an analysis of their work with young children and how they can intentionally improve in the future</p>	<p>4-5pts. The candidate presents a detailed reflection that examines their practice and analyzes their work with young children for improvement, including an action plan</p>
<p>Instruction 12 Professionalism <i>(Use professional communication</i></p>	<p>Opts. The candidate presents a lesson plan that does not include all required information, is not</p>	<p>1-6pts The candidate presents a lesson plan that includes all required information that is</p>	<p>7-8pts The candidate presents a lesson plan that includes</p>	<p>9-10pts The candidate presents a quality lesson plan that</p>

skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues. 6c)	computer-generated, and contains many spelling, grammar, or typographic errors that impact the reader's ability to understand the plan.	computer-generated but contains spelling, grammar, or typographic errors.	all required information that is computer-generated and contains minimal spelling, grammar, or typographic errors that do not impact the reader's ability to understand the lesson plan.	includes all required information is computer-generated, and contains no spelling, grammar, or typographic errors
Comments:				
Final Grade:	59 and below	60-69	70-89	90-100

0-59 points-Not Yet Competent

60-69 points-Developing Competency

70-89 points-Competent

90-100 points-Very Competent