

# Lesson plan evaluation rubric

	DEVELOPING	PROFICIENT	ADVANCED
Component #1: Written Lesson Plan – Standards and Objectives (ACEI 1, 3.1; PBSCT 3)	-Lesson plan not based on Colorado Model Content Standards and/or objectives not clear or related specifically to the lesson.	-Lesson plan based on the appropriate Colorado Model Content Standards; standards listed. -written objectives related to the standards and appropriate for the lesson planned.	-Lesson plan based on appropriate Colorado Model Content Standards listed -written objectives related to the standards and appropriate for the lesson planned -written objectives included language used in district grade level objectives and/or Colorado Basic Literacy Act (CBLA) Proficiencies for the appropriate grade level.
Component #2: Written Lesson Plan – Assessment (ACEI 4.0; PBSCT 3)	-Assessment information and evidence of expected student learning not present, not complete and/or vague; -Assessment not specifically related to the standards and objectives	-Assessment information and evidence of expected student learning present, clear, and complete; -Assessments specifically related to the written standards and objectives	-Assessment information and evidence of expected student learning present, clear, and complete; -Assessments specifically related to the written standards and objectives; -Assessments relate specifically to the district grade level standards and/or CBLA grade level proficiencies
Component #3: Written Lesson Plan – Instructional Activities Match Objectives (ACEI 1.0, 2.1, 3.2, 3.3, 3.4, 3.5; PBSCT 3, 4)	-Planned written activities and/or planned instruction not matched (or incorrectly matched) to the written standards and objectives; -Pre-lesson, during lesson, and end of lesson activities not clear or appropriate for the students involved in the lesson	-Planned written activities and/or planned instruction match the written standards and objectives; -Activities flow from one learning episode to the next with a clear and appropriate sequence for student instruction; -Pre-lesson, during lesson, and end of lesson activities clear and appropriate for the students involved in the lesson.	-Planned written activities and/or planned instruction match written standards and objectives; -Activities flow from one learning episode to the next with a clear and appropriate sequence for student instruction; -Pre-lesson, during lesson, and end of lesson activities clear and appropriate for the students involved in the lesson -Written lesson plans specific, detailed, and creative

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Component #4: Written Lesson Plan – Materials Needed and Time Requirements (ACEI 2.1, 3.1, 3.4,; PBSCT 4, 5)	<ul style="list-style-type: none"> <li>-Materials needed for the lesson not listed and/or appropriate time for instruction not listed in the plan</li> </ul>	<ul style="list-style-type: none"> <li>-Materials needed for the lesson listed</li> <li>-Appropriate time for instruction listed in plan</li> <li>-activities flow from one segment to the next</li> <li>-Time designated for lesson closure</li> </ul>	<ul style="list-style-type: none"> <li>-All materials needed for lesson listed</li> <li>-Appropriate time for instruction listed in plan</li> <li>-Activities flow from one segment to the next</li> <li>-Time designated for <i>student involvement</i> in lesson closure.</li> </ul>
Component #5: Written Lesson -Plan – Adaptations, Modifications, and Extensions Including Special Populations	<ul style="list-style-type: none"> <li>-Adaptations, modifications, and extensions not related to content standards and objectives;</li> <li>-Planned activities and extensions not appropriate for needs and experiences children bring to the classroom (including culture, community, ethnicity, economics, linguistics, and innate learning abilities);</li> <li>-Exceptionalities and conditions that affect the rate and extent of student learning are evident or lacking in clarity in the written plan.</li> </ul>	<ul style="list-style-type: none"> <li>- Adaptations, modifications, and extensions are related to content standards and objectives</li> <li>-Planned activities and extensions appropriate for needs and experiences children bring to the classroom (including culture, community, ethnicity, economics, linguistics, and innate learning abilities);</li> <li>-Exceptionalities and conditions that affect the rate and extent of student learning are evident and included in the planning.</li> </ul>	<ul style="list-style-type: none"> <li>- Adaptations, modifications, and extensions are related to content standards and objectives</li> <li>-Planned activities and extensions are appropriate for <u>individual</u> needs and experiences children bring to the classroom (including culture, community, ethnicity, economics, linguistics, and innate learning abilities);</li> <li>-Exceptionalities and conditions that affect the rate and extent of student learning evident, <u>specific to the individual students in the classroom</u> and included in the planning.</li> </ul>