

## Lesson Plan Evaluation Rubric

### Instructions:

As you evaluate the lesson plan and observed lesson:

- A rating of Emerging indicates acceptable performance for teacher candidates in their field experiences.
- A rating of TARGET indicates acceptable performance for teacher candidates in their clinical experiences.
- A rating of ACCOMPLISHED should be reserved for exemplary performance.

**Evaluator's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**School:** \_\_\_\_\_ **Grade level:** \_\_\_\_\_ **Content:** \_\_\_\_\_

### Designing and Planning Instruction

Source of Evidence: Lesson Plan

Component Descriptor	Ineffective	Emerging	TARGET	Accomplished
<b>Learning Targets/Objectives</b>  [CAEP: 1.1; KTS: 2; InTASC: 4; KFFT: 1]	Lists learning targets/objectives that do not reflect key concepts of the discipline.	Lists learning targets/objectives that reflect key concepts of the discipline but are not aligned with relevant state or national standards.	Lists measurable learning targets/objectives that reflect key concepts of the discipline and are aligned with state and national standards.	Lists measurable learning targets/objectives that reflect key concepts of the discipline, are aligned with state and national standards, and are based on students' needs and abilities.
<b>Baseline Knowledge and Skills</b>  [CAEP: 1.2; CAEP: D; KTS: 5; InTASC: 6; KFFT: 1]	Pre-assessment information is missing.	Describes baseline information from pre-assessment(s); however, specific data is missing or pre-assessments do not align with stated	Describes student baseline data from pre-assessment(s) that are aligned with stated learning targets/objectives and	Describes student baseline data from a variety of appropriate pre-assessment(s) that are aligned with stated learning targets/objectives, and

		learning targets/objectives.	uses that data to plan instruction.	uses that data to plan instruction to promote the learning of all students.
<b>Assessment</b> [CAEP: 1.2; KTS: 2; InTASC: 6; KFFT: 1]	Plans methods of assessment that do not measure student performance on the stated learning targets/objectives.	Plans methods of assessment that are somewhat related to the stated learning targets/objectives.	Plans methods of assessment that align with and directly measure student performance on the stated learning targets/objectives.	Plans methods of assessment that align with and directly measure student performance on the stated learning targets/objectives, and incorporates methods of student self-assessment.
<b>Instructional Strategies Aligned to Objectives</b> [CAEP: 1.4; KTS: 2; InTASC: 7; KFFT: 1]	Plans instructional strategies that do not align with stated learning targets/objectives	Plans instructional strategies that align with stated learning targets/objectives but does not consider classroom/school context and/or pre-assessment data.	Plans and designs instructional strategies that align with stated learning targets/objectives and considers classroom/school context and pre-assessment data.	Plans and designs instructional strategies that align with stated learning targets/objectives and considers classroom/school context, as well as each individual student's background and pre-assessment data.
<b>Lesson Plan Procedures</b> [CAEP: 1.1; CAEP: D; KTS: 1; InTASC: 8; KFFT: 1]	The procedures' section does not include any of the required elements, such as a sequence of activities, assessments, and differentiation	The procedures' section includes some of the required elements, such as a sequence of activities, assessments, and differentiation	The procedures' section includes all of the required elements, including sufficient detail of instructional strategies that are appropriate for the content, presented in	The procedures' section includes all of the required elements, including sufficient detail of instructional strategies that are appropriate for the content, presented in a logical sequence,

	strategies to meet students' needs.	strategies to meet students' needs.	a logical sequence, promotes higher order thinking, and differentiation strategies to meet students' needs.	promotes higher order thinking, differentiation strategies to meet students' needs, and actively engages students throughout the lesson.
<b>Multiple Levels of Learning</b> [CAEP: 1.1; CAEP: D; KTS: 2; InTASC: 1; KFFT: 1]	Plans instructional strategies that focus solely on basic recall skills.	Plans instructional strategies that target recall and/or comprehension level skills.	Plans instructional strategies (e.g., higher-order questioning, multiple representations, etc.) that foster the development of higher-order thinking.	Plans instructional strategies and activities (e.g., higher-order questioning, multiple representations, etc.) that foster the development of higher-order thinking, and plans for student responses to the strategies/activities.
<b>Collaborative Planning</b> [CAEP: 2.3; CAEP: D; KTS 8; InTASC: 10; KFFT: 4]	No evidence of co-planning.	Co-plans lesson with PK-12 clinical educator and special educator (if applicable).	Co-plans lesson with PK-12 clinical educator and special educator (if applicable), selecting a co-teaching strategy that is appropriate for the stated learning targets/ objectives.	Co-plans lesson with PK-12 clinical educator, special educator (if applicable), AND other outside resources (e.g., parents, related service providers, etc.) selecting a co-teaching strategy that is appropriate for

				the stated learning targets/ objectives.	
<b>Plans for Technology During Instruction</b> [CAEP: 1.5, CAEP: T; CAEP: D; KTS: 6; InTASC: 8; KFFT: 1]	Nothing in the lesson plan to indicate the teacher candidate or students will use technology.	The lesson plan indicates the teacher candidate or students will use technology, but the technology will not enhance instruction or student learning.	The lesson plan indicates the teacher candidate and students will use technology in a manner that facilitates and enhances instruction and/or student learning.	The lesson plan indicates the teacher candidate and students will use technology in a manner that facilitates and enhances instruction and/or student learning, as well as provides differentiated instruction that supports the needs of all learners.	Not Applicable  Technology is not appropriate and/or would interfere with the lesson effectiveness.
COMMENTS:					