

**RUBRIC: WVSU LESSON PLAN (revised 6/15)**

Category	Exceeds Standards	Meets Standards	Does Not Meet Standards
<b>1. Lesson Objectives and Student Outcomes</b>	1.1 Objectives/Outcomes were clear, concise, measurable, and appropriate to lesson, and paraphrased by the student to ensure understanding.  1.2 Objectives were aligned with WV Next Generation Standards (number and description) as well as National Standards.	1.1 Objectives/Outcomes were clear, concise, measurable, and appropriate to lesson.  1.2 Objectives were aligned with WV Next Generation Standards (number and description).	1.1 Objectives/Outcomes were not clear, concise, measurable, and/or appropriate to lesson.  1.2 Objectives were not aligned with WV Next Generation Standards (number and description).
<b>2. Design of Lesson and Pedagogy</b>	<b>2.1</b> Lesson plan is organized, containing all three parts with full explanation of each: *Introduction/Lesson Set *Body/Transitions *Closure  <b>2.2 Strategies were designed to address all of the following:</b> *Student engagement *Promoting critical thinking and problem solving *Logical sequencing of meaningful activities *Balance of small, large, individual , and partner learning experiences *Supported the objective/outcome of the lesson *Use of technology	<b>2.1</b> Lesson plan is organized, containing all three parts: *Introduction/Lesson Set *Body/Transitions *Closure  <b>2.2 Strategies were designed to address the following (where appropriate):</b> * Student engagement *Promoting critical thinking and problem solving *Logical sequencing of meaningful activities *Balance of small, large, individual , and partner learning experiences *Supported the objective/outcome of the lesson *Use of technology	<b>2.1</b> Lesson Plan does not contain all of the following lesson components: *Introduction/Lesson Set *Body/Transitions *Closure  <b>2.2 Strategies do not address the following (where appropriate):</b> *Engage students *Promote critical thinking and problem solving *Logical sequencing of meaningful activities *Balance of small, large, individual , and partner learning experiences *Supported the objective/outcome of the lesson *Use of technology
<b>3. Content Knowledge</b>	3.1 Content Knowledge is reflected and fully described in the following: *identification of <u>prior</u> knowledge from previous lesson *lesson activities reflect <u>current</u> objectives/outcomes *projects to <u>future</u> learning activities and objectives	3.1 Content Knowledge is reflected in the following: *identification of <u>prior</u> knowledge from previous lesson *lesson activities reflect <u>current</u> objectives/outcomes *projects to <u>future</u> learning activities and objectives	3.1 Content Knowledge is missing and/or not reflected/identified in the following: *identification of <u>prior</u> knowledge from previous lesson *lesson activities reflect <u>current</u> objectives/outcomes *projects to <u>future</u> learning activities and objectives
<b>4. Understands Characteristics of Students</b>	4.1 Designed to motivate and engage <b>all students</b> with fully written explanations of the process 4.2 Developmentally appropriate with fully written explanations 4.3 Appropriately differentiated to meet various needs of students including (but not limited to differently learning styles, students with disabilities, high achievers, etc.) with fully written explanations of how the teaching process will be implemented.	4.1 Designed to motivate and engage <b>all students</b> 4.2 Developmentally appropriate 4.3 Appropriately differentiated to meet various needs of students including (but not limited to differently learning styles, students with disabilities, high achievers, etc.)	4.1 The lesson is not designed to motivate and engage <b>all students</b> 4.2 The lesson is not developmentally appropriate 4.3 The lesson is not appropriately differentiated to meet various needs of students including (but not limited to differently learning styles, students with disabilities, high achievers, etc.)
<b>5. Assessment</b>	5.1 Described diagnostic, formative, and summative assessments 5.2 Descriptions of assessments were provided and <b>aligned with all primary objectives/outcomes</b> 5.3 Attached formal or informal assessment tool with plan of implementation included.	5.1 Listed diagnostic, formative, and summative assessments 5.2 Assessments were <b>aligned with all primary objectives/outcomes</b> 5.3 Attached formal or informal assessment tool	5.1 The lesson does not describe diagnostic, formative, and summative assessments 5.2 Assessments are not <b>aligned with all primary objectives/outcomes</b> 5.3 The lesson does not have an attached formal or informal assessment tool

<p><b>6. Management of Classroom Time</b></p>	<p>6.1 Classroom time was identified and referenced with possible structural challenges identified. 6.2 Individual activities and/or strategies have estimated time of completion with possible structural challenges identified.. 6.3 Possible extended activities were identified and described in accordance to each was meaningful, developmentally appropriate, and differentiated.</p>	<p>6.1 Classroom time was identified and referenced. 6.2 Individual activities and/or strategies have estimated time of completion. 6.3 Possible extended activities were identified and were meaningful, developmentally appropriate, and differentiated.</p>	<p>6.1 Classroom time was not identified and referenced. 6.2 Individual activities and/or strategies do not contain estimated time of completion. 6.3 Extended activities were not identified and/or were not meaningful, developmentally appropriate, and differentiated.</p>
<p><b>7. Technology</b></p>	<p>7.1 When technology was used, the lesson provided for access to ALL students with a written plan for distribution or access included. 7.2 Aligned with WV Next Generation Standards and National Technology Standards. 7.3 Technology usage was developmentally appropriate and described. 7.4 Technology usage reflected district and national ISTE expectations.</p>	<p>7.1 When technology was used, the lesson provided for access to ALL students. 7.2 Aligned with WV Next Generation Standards regarding technology. 7.3 Technology usage was developmentally appropriate. 7.4 Technology usage reflected district expectations.</p>	<p>7.1 When technology was used, the lesson did not address how to provide access to ALL students. 7.2 The lesson was not aligned with WV Next Generation Standards regarding technology. 7.3 Technology usage was not developmentally appropriate. 7.4 Technology usage did not reflect district expectations.</p>
<p><b>8. Data Analysis</b></p>	<p>8.1 Assessment data was collected, analyzed and used for future instructional decision making.</p>	<p>8.1 Assessment data was collected and analyzed.</p>	<p>8.1 Assessment data was not collected, analyzed and/or used for future instructional decision making.</p>
<p><b>9. Reflection</b></p>	<p>9.1 Using the 10 point rubric format (here), identified an evaluative score with a written description of how the score was assigned. 9.2 Detailed explanation of how each component of the rubric was successfully met (or not) was provided. 9.3 Provided detailed explanation of answers using the WVSU Reflection Form. 9.4 Listed and described ideas for improving instruction based on material from previous reflection sections. 9.5 Lists and describes changes and approaches to lesson plan creation from plans.</p>	<p>9.1 Using the 10 point rubric format (here), identified an evaluative score. 9.2 Explained how each section of the rubric was successfully met (or not). 9.3 The WVSU Reflection Form was used and followed. 9.4 Listed ideas for improving instruction based on material from previous reflection sections. 9.5 Listed changes and approach to lesson plan creation from plans.</p>	<p>9.1 Usage of the 10 point rubric format (here) to identify an evaluative score was incomplete or non-existent. 9.2 Little or no explanation how each section of the rubric was successfully met (or not). 9.3 Reflections were not described via the WVSU Reflection Form. 9.4 Reflection for improving instruction based on material from previous reflection sections was not provided or incomplete. 9.5 Describes changes and approach to lesson plan creation from plans were not included or insufficient.</p>
<p><b>10. Professional Practice</b></p>	<p>10.1 Lesson Plan was submitted on time. 10.2 Lesson Plan contained all identified components. 10.3 Followed assigned lesson plan format. 10.4 Lesson Plan includes WVSU Reflection Form completed with no errors in grammar, spelling, and/or punctuation.</p>	<p>10.1 Lesson Plan was submitted on time. 10.2 Lesson Plan contained all identified components. 10.3 Followed assigned lesson plan format. 10.4 Lesson Plan includes WVSU Reflection Form completed with 3 or fewer errors in grammar, spelling, and/or punctuation.</p>	<p>10.1 Lesson Plan was not submitted on time. 10.2 Lesson Plan did not contain all identified components. 10.3 Did not use/follow assigned lesson plan format. 10.4 Lesson Plan does not include WVSU Reflection Form completed with more than three errors in grammar, spelling, and/or punctuation.</p>