

Items being Assessed	Excellent 3	Satisfactory 2
<b>Introduction</b>		Stated grade level, topic, content area, and a rationale statement.
<b>Behavioral Objectives</b>		Instructional goal and behavioral objectives are clear, included State Standards.
<b>Anticipatory Set</b>	Contains multiple examples and detailed a script of what to say; examples of instruct. language included.	Focused student attention on the lesson, a 'grabber', connected prior knowledge.
<b>Teacher Input</b>	Contains a detailed script and several examples of input for students to gain content understanding; incorporated alternative learning styles.	Provides basic information needed for students to gain the knowledge or skill.
<b>Modeling the behavior</b>	Several examples of how students are to go about completing the lesson, includes detailed script/description incorporating alternative learning styles.	Once the material has been presented, the teacher uses it to show students examples of what is expected as an end product of their work.
<b>Check for comprehension</b>	Checking for comp. is detailed with multiple examples of how the teacher will do this throughout the lesson.	Checking for comp. is stated with at least one example of how this will be done.
<b>Guided practice</b>	Several examples of activities are included that incorporate alt. learning styles, cooperative groups or individ. work.	An opportunity for each student to demonstrate grasp of new learning by working through an activity or exercise under the teacher's direct supervision.
<b>Closure</b>	Clear, concrete, comprehensive; sets stage for new learning	Actions or statements are provided that are designed to bring a lesson presentation to an appropriate conclusion.
<b>Independent Practice</b>	Several examples of activities are included that incorporate alt. learning styles, cooperative groups, or individualized work.	Lesson provides for reinforcement practice without teacher help; indep. practice is clearly linked to the lesson.

<b>Assessment</b>	Assessment incorporates the stated objectives and reflects lesson goal with multiple and alternative assessment strategies described in detail.	An assessment is described with relevance to stated objectives; assess. data is collected or planned for collecting.
<b>Materials</b>	Examples of worksheets or info. attached with materials clearly stated and relevant to the lesson; books used are referenced.	Materials are listed and directly related to the lesson format and content.
<b>Modifications for Students with Disabilities</b>	Modifications and implementation procedures are clearly stated and appropriate for each of the five disability areas: ED, LD, MR, OI, OHI.	Modifications and implementations are identified for each of the five disability areas.
<b>Technology Integration</b>	Technology component and implementation is clearly linked to the goals and objectives of the lesson Comprehensive	Technology component and implementation clearly linked to the goals and objectives of the lesson.  Brief.
<b>Mechanics</b>		Neat, organized, no spelling and grammatical errors are present
<b>Overall lesson plan evaluation</b>	Exceeds criteria. Lesson plan is well thought out, content is sensitive to the students' needs, and follows criteria in rubric.	Lesson plan exhibits satisfactory characteristics as described in rubric. Meets passing criteria

	<b>Beginning</b>  1	<b>Developing</b>  4
--	---------------------------	----------------------------

	Instructional goals and objectives are not stated. Learners can not tell what is expected of them. Learners can not determine what they should know and be able to do as a result of learning and instruction.	Instructional goals and objectives are stated but are not easy to understand. Learners are given some information regarding what is expected of them. Learners are not given enough information to determine what they should know and be able to do as a result of learning and instruction.
	Instructional strategies are missing or strategies used are inappropriate.	Some instructional strategies are appropriate for learning outcome(s). Some strategies are based on a combination of practical experience, theory, research and documented best practice.
	Method for assessing student learning and evaluating instruction is missing.	Method for assessing student learning and evaluating instruction is vaguely stated. Assessment is teacher dependent.
	Selection and application of technologies is inappropriate (or nonexistent) for learning environment and outcomes.	Selection and application of technologies is beginning to be appropriate for learning environment and outcomes. Technologies applied do not affect learning.
<b>Organization and Presentation</b>	Lesson plan is unorganized and not presented in a neat manner.	Lesson plan is organized, but not professionally presented.
<b>Grammar</b>	A few spelling and grammatical errors are present or too many spelling and grammatical errors are present.	

\*\*\*Rubric will be refined by iKHS Instructional Coaches during



**Below standard**

**1**

Left out one or two areas of the intro. or did not include intro.

Instructional goal and behavioral objectives are vague. Did not use state standards or instruct. goals and obj. are missing.

Not really focused, did not connect with students' prior knowledge or anticipatory set missing.

Instructional input is vague. Did not define where it is from the rest of the lesson or teacher input is missing.

Vaguely showed students what is expected or modeling the outcome is missing.

Checking for comp. not stated anywhere in the lesson plan.

Guided pract. is vague or no guided practice is present.

Closure is vague, or there is no closure mentioned.

Did not provide independence from teacher guidance or no indep. practice mentioned.

There is an assessment, it but it has little relevance to stated objectives or no assess. was mentioned in the lesson.

Materials are incomplete, partly described, or materials are missing altogether.

Modifications and implementations are not clearly identified (e.g., confusing, not sequential)

Technology component and implementation not clearly linked to the goals and objectives of the lesson.

A few spelling and grammatical errors are present or too many spelling and grammatical errors are present.

Lesson plan needs to incorporate the missing criteria for a passing grade

<b>Accomplished</b> 7	<b>Exemplary</b> 10	<b>Score</b>
--------------------------	------------------------	--------------

Instructional goals and objectives are stated. Learners have an understanding of what is expected of them. Learners can determine what they should know and be able to do as a result of learning and instruction.	Instructional goals and objectives clearly stated. Learners have a clear understanding of what is expected of them. Learners can determine what they should know and be able to do as a result of learning and instruction.	
Most instructional strategies are appropriate for learning outcome(s). Most strategies are based on a combination of practical experience, theory, research and documented best practice.	Instructional strategies appropriate for learning outcome(s). Strategy based on a combination of practical experience, theory, research and documented best practice.	
Method for assessing student learning and evaluating instruction is present. Can be readily used for expert, peer, and/or self-evaluation.	Method for assessing student learning and evaluating instruction is clearly delineated and authentic. Can be readily used for expert, peer, and/or self-evaluation.	
Selection and application of technologies is basically appropriate for learning environment and outcomes. Some technologies applied enhance learning.	Selection and application of technologies is appropriate for learning environment and outcomes. Technologies applied to enhance learning.	
Lesson plan is organized and neatly presented.	Complete package presented in well organized and professional fashion.	
	Neat, organized, no spelling and grammatical errors are present	
	<b>Total Score</b>	

1 initial planning time.

