

Lesson Planning Rubric

	4	3	2	1
STANDARDS & OBJECTIVES	Appropriate academic expectation (s) and GLE/GSE expectation identified and matched to objective; clear explanation of how the objective (s) address the academic expectation (s). 1) Developmentally appropriate, 2) Specific, 3) Sequential 4) Measurable 5) Based on Standards or Core Content.	Appropriate academic expectation (s) identified and matched to objective; general explanation of how the objective (s) address the academic expectation (s).	Inappropriate academic expectation (s) identified; vague explanation of how the objective (s) address the academic expectation (s).	Missing or inappropriate academic expectation (s) identified; inadequate explanation of how the objective (s) address the academic expectation (s).
MISSION & EXPECTATIONS	1) Lesson or unit includes an over-arching Essential Question that provides an opportunity for a high level of critical thinking. 2) Lesson includes clear objectives from the mission and expectations of the school and includes application of skills learned in the lesson	1) Lesson or unit includes an strong over-arching Essential Question 2) Lesson includes objectives from the mission and expectations of the school and includes some application of skills learned.	1) Lesson or unit includes a poor over-arching Essential Question 2) Lesson includes some reference to the mission and expectations of the school but no meaningful application of skills learned.	3) Lesson or unit does not include an over-arching Essential Question 4) Lesson does not include any reference to the mission and expectations of the school.
LESSON ARTICULATION	Thoughtfully sequenced outline of activities; sufficient detail to follow main steps of lesson; instructional task is open-ended; specific strategies for triggering prior knowledge and adapting to individual needs/diversity.	Generally well sequenced outline of activities; good general description of lesson activities; instructional task is open-ended; general strategies for triggering prior knowledge and adapting to individual needs/diversity.	Randomly sequenced outline of activities; sufficient detail to follow main steps of lesson; instructional task is not open-ended; limited strategies for triggering prior knowledge and adapting to individual needs/diversity.	Illogical sequencing of activities; vague or incomplete procedure; instructional task is not open-ended; strategies for triggering prior knowledge and adapting to individual needs/diversity not included.
ASSESSMENT	1) Clearly assesses objective (s), 2) quality of open-ended question will elicit deep student thinking, 3) Balance of formative and summative assessment leads to teacher understanding of student learning.	1) Clearly assesses objectives (s), 2) quality of open-ended question will illicit student thinking; 3) some balance of formative and summative assessment.	1) adequately assesses objective; 2) quality of open-ended question does not allow for deep student thinking; 3) includes 3 anticipated responses. 4) some formative assessment	1) does not assess objective; 2) no formative assessment 3) no open-ended questioning
RESOURCES	Resource list is complete; supporting details such as number, sizes, etc. are provided. Print materials are attached.	Resource list is complete. Print materials are attached.	Most resources are listed. Print materials are not attached.	Resource list is missing or incomplete. Print materials are not attached.
Technology (If Applicable)	Resources include appropriate use of technology as an embedded instruction strategy for the lesson. Technology is used to maximize learning.	Resources include technology as an instruction strategy for the lesson. Technology is used to enhance learning.	Resources include little technology as an instruction strategy for the lesson.	Resources do not include technology as an instruction strategy for the lesson.