

**Northern Essex Community College**  
**EARLY CHILDHOOD LESSON PLAN RUBRIC FOR SUPERVISING TEACHERS**

Criteria	Not Proficient (0-1)	Developing Proficiency (2-3)	Proficient (4-5)	Score
<b>Instructional Goals and Behavioral Objectives</b>	Instructional goals are not stated. Objectives are not stated or are not measurable.	Instructional goals are stated, but terms may not be broad or general. Objectives are stated, but not all are measurable.	Instructional goals are clearly stated. Objectives are clearly stated and demonstrate measurability.	
<b>Curriculum Frameworks/Preschool Guidelines</b>	Standards do not address or connect to Massachusetts Curriculum Frameworks/Preschool Guidelines. Standards do not reflect goals and objectives of the lesson.	Some connections to the Massachusetts Curriculum Frameworks/Preschool Guidelines, but not all standards are present or appropriate to the content of the lesson. Some standards lack reflection of the lesson's goals and objectives.	Standards clearly address and connect to the Massachusetts Curriculum Frameworks/Preschool Guidelines. All standards are stated for each content area. Standards reflect the goals and objectives of the lesson.	
<b>Developmental Skills</b>	Skills are not clearly listed. Consideration for all possible skills necessary not included.	Skills are adequately listed. Some skills necessary for the lesson may be missing.	Skills are clearly listed. All skills necessary for lesson are included.	
<b>Modifications</b>	Adaptations and modifications don't reflect diversity in the classroom.	Adaptations and modifications are not specific enough.	Adaptations and modifications clearly reflect careful consideration for diversity in the classroom.	
<b>Preplanning</b>	Materials are not clearly listed or are unclear. Consideration for both student and teacher is not given.	A partial list of materials is included that considers both students and teacher.	A complete list of materials is included that considers both students and teacher and is easy to follow.	
<b>Motivation</b>	The motivational technique neither activates prior knowledge nor engages students in the learning process.	Motivational technique is not clearly stated. There is insufficient evidence that the motivational technique will activate prior knowledge or engage students in the learning process.	Motivational technique is clearly stated. The motivational technique activates prior knowledge and engages students in the learning process.	
<b>Methods and Procedures</b>	The lesson plan instructions and sequence are not clear. The lesson is very difficult to follow and the pace is not defined. The activity is not likely to engage the learner.	The lesson plan instructions and sequence are not clearly stated. In some areas the lesson is difficult to follow and the pace is not well defined. The activity may place the learner in a passive role.	The lesson plan instructions are clear, well organized and sequentially arranged. The lesson is easy to follow and the pace is well defined. The activity engages the learner and places the learner in an active role.	
<b>Closure</b>	No closure is provided. Transition from activity has not been described.	The closure is not well defined. Transition from activity has not been clearly identified.	The closure is well defined. Transition from activity has been communicated and is well defined	
<b>Overall Lesson</b>	Doesn't address the developmental stages of the learner and lacks creativity and thoughtfulness. The content of the lesson is not appropriate to the grade level and standards being addressed.	Some aspects of the lesson may be inappropriate and not address the developmental stages of the learner. The lesson appears to be creative and thoughtful. The content of the lesson is for the most part appropriate to the grade level and standards being addressed.	The materials, activity and implementation are developmentally appropriate. The lesson demonstrates creativity and thoughtful construction. The content of the lesson is evidently appropriate to the grade level and standards are being addressed.	
<b>Mechanics, Grammar and Sources</b>	There are many spelling and grammatical errors. No citations are present for reference sources.	Some spelling and grammatical errors are made. If references are used, citations are included.	Few or no spelling and grammatical errors are made. References to sources are cited.	
<b>Total Points (Page 1)</b>				<b>/50</b>

**PLEASE COMPLETE BOTH SIDES**

Criteria	Not Proficient (0-1)	Developing Proficiency (2-3)	Proficient (4-5)	Score
Objectives	Student's evaluation of objectives is not clearly defined. The assessment does not respond to the stated goals and objectives. Outcomes achieved are not identified.	Student's evaluation of objectives is adequately defined. The assessment addresses some of the goals and objectives. Outcomes achieved are identified.	Student's evaluation of objectives is clearly defined. The assessment is congruent with the goals and objectives. Outcomes achieved are clearly identified.	
Teaching Skills	Little to no thought is provided when evaluating teaching skills and there is not consideration for improvement.	Some adequate thought has been given when evaluating teaching skills with some consideration for improvement.	Teaching skills have been clearly and thoughtfully evaluated with consideration for improvement.	
Extension	The extension activity is not clearly described or related to theme.	The extension activity seems appropriate and with some connection to theme.	The follow-up activity is related to the theme and/or goal and suggests an effective extension for learning.	
Implementation Skills: Materials	Materials were not prepared ahead of time or were gathered at the last minute.	Some materials and supplies were readily available. More preparation needed.	All materials and supplies were ready and available for activity.	
Behavior Management Skills	Student had difficulty focusing group's attention at beginning of and/or during activity and needed support or intervention of supervising teacher.	Student able to focus attention of group initially but could not maintain group control throughout activity. Some attempts to refocus group were made.	Student able to focus attention of group and maintain group control throughout activity.	
Voice Tone	Does not speak loud enough to address a group.	Needs to exhibit more enthusiasm and/or confidence in addressing group.	Uses effective voice modulation to address group and present activity.	
Instructions	Student did not give clear instructions to describe the expectations or steps involved in activity.	Student adequately described some expectations for activity. Student did not respond to individuals' questions.	Student gave clear instructions and responded appropriately to students' questions.	
Student's Response to Children Involved in Activity	Student did not address all the individual needs of children.	Student supported most students' participation. More attention needed to allow for each child's successful participation.	Student responded to individuals appropriately with guidance and encouragement allowing for each child to engage fully and participate successfully.	
Clean-up	Student did not clean up materials and/or area at conclusion of activity.	Student did some clean-up after activity but needs to be more attentive and thorough with clean-up responsibilities.	Student cleaned up materials and activity areas efficiently and encouraged children to contribute to clean-up efforts appropriately.	
Degree of Independence in Planning	Student needs support in identifying and planning appropriate activity ideas.	Student plans appropriately following suggestions from supervising teacher.	Student plans thoroughly and independently for activity.	
			<b>Total Points (Page 2)</b>	<b>/50</b>
			<b>Total Points (Page 1)</b>	<b>/50</b>
			<b>Supervisor's Numerical Grade (Total Points Page 1 &amp; Page 2)</b>	

*Please Note: There is space for additional comments on the back of the student's Lesson Plan. Attach this completed rubric to the student's Lesson Plan.*