

## Elementary Education Lesson Plan Rubric

CRITERIA		STANDARDS			SCORE
General	Elements	Not Proficient: 0	Developing Proficiency: 1	Proficient: 2	
<b>Goals and Outcomes</b>	<b>Clear</b>	The purpose of the lesson (instructional goal) and/or the learning outcomes for the students are unclear.	The purpose of the lesson (instructional goal) and/or the learning outcomes are somewhat or in part unclear.	The purpose of the lesson (instructional goal) and/or the learning outcomes are clear.	
	<b>Developmentally Appropriate</b>	The purpose of the lesson (instructional goal) and/or the learning outcomes for the students are developmentally inappropriate.	The purpose of the lesson (instructional goal) and/or the learning outcomes are somewhat or in part developmentally inappropriate.	The purpose of the lesson (instructional goal) and/or the learning outcomes are developmentally appropriate.	
<b>Massachusetts Curriculum Framework (MCF) standards</b>	<b>Referenced</b>	The selected MCF standards are not fully identified, stated, and/or referenced.	Some of the selected MCF standards are not fully identified, stated, and/or referenced.	The selected MCF standards are all clearly identified, stated, and referenced.	
	<b>Developmentally Appropriate</b>	The selected MCF standards are not developmentally appropriate for the grade level of the lesson.	At least some of the selected MCF standards are developmentally inappropriate for the grade level of the lesson.	The selected MCF standards are developmentally appropriate for the grade level of the lesson.	
	<b>Appropriately Applied</b>	The selected MCF standards don't reflect the goal and intended outcomes of the lesson.	At least some of the selected MCF standards don't reflect the goal and intended outcomes of the lesson.	The selected MCF standards reflect the goal and intended outcomes of the lesson.	
<b>Materials</b>	<b>Necessary materials included</b>	The list of materials does not include the items needed by both students and teacher to successfully engage in the lesson.	The list of materials does not include all of the items needed by both students and teacher to successfully engage in the lesson.	All of the materials required for both students and teacher to successfully engage in the lesson as described in the procedures are clearly listed.	
	<b>Published materials appropriately referenced</b>	Published materials are not correctly referenced using MLA formatting.	Only some published materials are correctly referenced using MLA formatting.	All published materials are correctly referenced using MLA formatting.	
	<b>Handout samples included</b>	No samples of handouts are included.	Only some samples of handouts are included.	Samples of all handouts are included.	
<b>PROCEDURES</b>					
<b>Motivational Technique</b>	<b>Clearly described</b>	A motivational technique is not mentioned or is unclear.	The motivational technique mentioned is only somewhat clearly described.	The motivational technique is clearly described.	
	<b>Likely to activate and engage</b>	The motivational technique would not be likely to activate children's prior knowledge or experience and engage them in the learning process.	The motivational technique would not be likely to activate children's prior knowledge or experience and engage them in the learning process.	The motivational technique will likely activate children's prior knowledge or experience, and engage them in the learning process.	
<b>Instructional Practice</b>	<b>Procedures appropriate to goals &amp; objectives</b>	There is little to no connection between the activities described in the procedures and the lesson objectives.	The procedures describe some activities that do align with the lesson objectives.	The procedures clearly describe activities that will help students achieve the objectives of the lesson.	
	<b>Procedures effective</b>	The procedures include teaching strategies that are not likely to be effective in the context described.	The procedures include teaching strategies that are only somewhat likely to be effective in the context described.	The procedures include effective teaching strategies.	
	<b>Procedures clearly described</b>	The procedures are not easy to follow, sufficiently detailed and/or appropriately sequenced.	The procedures are only somewhat easy to follow, sufficiently detailed and/or appropriately sequenced.	The procedures are easy to follow, sufficiently detailed and appropriately sequenced.	

## Elementary Education Lesson Plan Rubric

	<b>Time frame realistic</b>	The time frame is unrealistic.	The time frame is somewhat unrealistic.	The time frame is realistic	
	<b>Likely to engage students</b>	The activities are not likely to generate children's interest and engagement.	The activities are only somewhat likely to generate children's interest and engagement.	The activities will likely generate children's interest and engagement.	
<b>Closure</b>	<b>Wrap up plan adequately detailed</b>	No plan for closure is described or the description that is provided is minimal and offers almost no guidance to the teacher as to how to ensure that the learning has been summarized.	The plan for how the lesson is to be wrapped up is somewhat lacking in clarity about how the teacher will provide a summary of the lesson and what the students should have learned or how s/he will engage the students in constructing a meaningful context for what they have learned.	The plan for how the lesson is to be wrapped up is clearly articulated and describes how the teacher will provide a summary of the lesson and what the students should have learned or how s/he will engage the students in constructing a meaningful context for what they have learned.	
	<b>Opportunity for student reflection included</b>	The plan does not provide an opportunity for the students to reflect on their learning, or what the remaining areas of confusion might be.	The plan may not give the teacher opportunity to satisfactorily identify remaining areas of confusion for the students and to reinforce the most important points so that the learning is solidified for future lessons.	The plan gives the teacher opportunity to identify remaining areas of confusion for the students and to reinforce the most important points so that the learning is solidified for future lessons.	
<b>Assessment</b>	<b>Plan provided</b>	No plan for assessment is described	A plan for assessment is described but is lacking in detail or appropriateness.	The plan for assessment is clearly and fully described	
	<b>Plan addresses lesson goals</b>	Plan provided does not respond to the stated goals and intended outcomes of the lesson.	The assessment plan addresses some of the goals and intended outcomes.	The plan clearly addresses the lesson's goals and intended outcomes. A well-developed rubric for guiding assessment may also be included.	
<b>Accommodations</b>	<b>Described</b>	An accommodation is described for only one or none of the three kinds of students specified.	An accommodation is described for only two of the three kinds of students specified.	At least one accommodation is described for <i>each</i> of the following kinds of students: ELL, ADHD, gifted.	
	<b>Appropriate</b>	The accommodation(s) described are not appropriate.	At least one of the accommodations described is not appropriate.	The accommodation(s) described are appropriate.	
<b>Follow-Up Lessons</b>	<b>Activities suggested</b>	No suggestions are made for follow-up activities	Only one suggestion is made for a follow-up activity.	At least two suggestions are made for follow-up activities.	
	<b>Suggested activities appropriate and beneficial</b>	The activity(ies) suggested are inappropriate and would neither enrich nor remediate the students' learning with regard to the lesson's goal(s).	The activity(ies) suggested are only somewhat logical and would only somewhat enrich or remediate the students' learning with regard to the lesson's goal(s).	The activity(ies) suggested are logical and would clearly offer either solid enrichment or remediation regarding the lesson's goal(s).	
<b>Language Mechanics and Grammar</b>		There are many spelling and grammatical errors that interfere with the reader's comprehension.	Some spelling and grammatical errors are made which are distracting to the reader and interfere with comprehension.	Few or no spelling and grammatical errors are made.	

# Elementary Education Lesson Plan Rubric

**Comments:**

--	--