

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

**Scoring Rubric for Lesson Plans**

Elements	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations(0)
<p><b>Preliminary Lesson Details/Format</b></p>	<p>The lesson is professionally presented with <b>ALL</b> of the following: Lesson Title, Unit Title, Grade Level(s), Subject Area(s)/Subject Content Explanation Lesson Number w/in Unit, and Time Allotted AND the narrative components of the unit are mechanically (grammatically/typographically) correct, organized, and clearly described, AND is error free.</p>	<p>The lesson is professionally presented with <b>ALL</b> of the following: Lesson Title, Unit Title, Grade Level(s), Subject Area(s)/Subject Content Explanation, Lesson Number w/in Unit, and Time Allotted AND the narrative components of the unit are mechanically (grammatically and typographically) correct, organized, and includes 1-2 errors.</p>	<p>The lesson is presented with <b>ALL</b> of the following: Lesson Title, Unit Title, Grade Level(s), Subject Area(s)/Subject Content Explanation, Lesson Number w/in Unit, and Time Allotted AND the narrative components of the unit are mechanically (grammatically/typographically) correct, organized, AND includes 3-4 errors.</p>	<p>The lesson is <b>not</b> professionally presented OR does not include <b>ALL</b> of the required components: Lesson Title, Unit Title, Grade Level(s), Subject Area(s)/Subject Content Explanation, Lesson Number w/in Unit, and Time Allotted AND the narrative components of the unit are not mechanically (grammatically/typographically) correct, organized, AND includes 5 or more errors.</p>
<p><b>Standards/Anchors (InTASC 4 -Content Knowledge - The candidate understands the central concepts, tools of inquiry, and structures of the discipline, and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content).</b></p>				
<p><b>Standard(s)/ Anchors</b>   <b>CAEP 1.1, 1,3, 1.4</b>  <b>InTASC 4 – Content Knowledge</b></p>	<p>The lesson plan includes relevant national, PA, AND/OR Common Core Standards that fully reflect a direct correlation to multi-disciplinary lesson objectives.</p>	<p>The lesson plan includes the use of relevant national, PA AND/OR Common Core Standards that fully correlate to lesson objectives.</p>	<p>The lesson plan includes the use of national, PA AND/OR Common Core Standards, though alignment with objectives may not fully correlate.</p>	<p>The lesson is not aligned to national, PA, or Common Core Standards.</p>

**Instructional Objectives (InTASC 1 – Learner Development - The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across cognitive, linguistic, social, emotional, and physical areas and designs and implements developmentally appropriate and challenging learning experiences)**

<p><b>Instructional Objectives (Learners)</b></p> <p><b>CAEP 1.1</b> <b>InTASC 1</b> <b>Learner Development</b></p>	<p>The lesson plan identifies specific performance-based objectives, which measure various levels of skill, differentiating from concrete skills to higher-level thinking.</p>	<p>The lesson plan identifies specific performance-based objectives which measure various levels of skill.</p>	<p>The lesson plan identifies specific performance-based objectives, but:</p> <ol style="list-style-type: none"> <li>1. part of an objective may not be appropriate to the learners or lesson OR</li> <li>2. Differentiation within objectives is not evident.</li> </ol>	<ol style="list-style-type: none"> <li>1. Specific performance-based objectives are not included OR</li> <li>2. objectives are not written with required components (condition, performance, criterion/criteria) OR</li> <li>3. objectives are so broad and vague that the focus for instruction and assessment is unclear.</li> </ol>
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**Instructional Objectives (InTASC 4 – Content Knowledge - The candidate understands the central concepts, tools of inquiry, and structures of the discipline, and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content).**

<p><b>Instructional Objectives (Content)</b></p> <p><b>CAEP 1.1, 1.3, 1.4</b> <b>InTASC 4 – Content Knowledge</b></p>	<p>The lesson plan identifies specific performance-based CONTENT objectives, which measure various levels of skill, differentiating from concrete skills to higher-level thinking.</p>	<p>The lesson plan identifies specific performance-based CONTENT objectives, which measure various levels of skill.</p>	<p>The lesson plan identifies specific performance-based CONTENT objectives which:</p> <ol style="list-style-type: none"> <li>1. are loosely related to the lesson OR</li> <li>2. do not contain any differentiation</li> </ol>	<ol style="list-style-type: none"> <li>1. specific performance-based CONTENT objectives are not included OR</li> <li>2. objectives are so broad and vague that the focus for instruction and assessment is unclear.</li> </ol>
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**Instructional Objectives** (InTASC 7 – Planning for Instruction - The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, as well as knowledge of learners and the community context).

<p><b>Instructional Objectives</b></p> <p><b>CAEP 1.1</b> <b>InTASC 7</b></p>	<p>The lesson plan identifies specific performance-based objectives, which:</p> <ol style="list-style-type: none"> <li>1. are written with three (3) components (condition, performance, criterion/criteria) that are distinct from one another AND</li> <li>2. function as the clear purpose and focus of instruction and assessment AND</li> <li>3. measure various levels of skill, differentiating from concrete skills to higher-level thinking.</li> </ol>	<p>The Lesson plan identifies specific performance-based objectives which:</p> <ol style="list-style-type: none"> <li>1. are written with three (3) components (condition, performance, criterion/criteria) that are distinct from one another AND</li> <li>2. function as the clear purpose and focus of instruction and assessment AND</li> <li>3. measure various levels of skill.</li> </ol>	<p>The lesson plan identifies specific performance-based objectives which:</p> <ol style="list-style-type: none"> <li>1. written with three (3) components (condition, performance, criterion/criteria), BUT one component may be inappropriate to learners or content OR</li> <li>2. objectives function as a partial focus for instruction and assessment, including little, if any differentiation.</li> </ol>	<ol style="list-style-type: none"> <li>1. specific performance-based objectives are not included OR</li> <li>2. objectives are not written with required components (condition, performance, criterion/criteria) OR</li> <li>3. the objectives are so broad and vague that the focus for instruction and assessment is unclear.</li> </ol>
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**Essential Questions** (InTASC 5 – Application of Content - The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues).

<p><b>Essential Questions (EQs)</b></p> <p><b>CAEP 1.1</b> <b>InTASC 5</b></p>	<p>EQ(s):</p> <ol style="list-style-type: none"> <li>1. help students conceptualize the CONTENT theme of the lesson AND</li> <li>2. challenge students to think critically and collaboratively about authentic content-related problems AND</li> <li>3. prompt students to construct knowledge by connecting the topic to what they've learned previously.</li> </ol>	<p>The candidate uses “Essential Questions” that:</p> <ol style="list-style-type: none"> <li>1. help students conceptualize the CONTENT theme of the lesson AND</li> <li>2. challenge students to think critically and collaboratively about authentic content-related problems.</li> </ol>	<p>The candidate uses “Essential Questions” that help students conceptualize the CONTENT theme of the lesson</p>	<p>The candidate does not include Essential Questions OR</p> <p>EQ(s) are too simple to help students think critically.</p>
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<b>Essential Questions (InTASC 8 – Instructional Strategies - The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</b>				
<b>Essential Questions (EQs)</b>  <b>CAEP 1.1 InTASC 8</b>	EQs are:  1. open-ended AND  2. encourage higher-order and/or critical thinking AND  3. help students to conceptualize the theme of the lesson AND  4. prompt students to construct knowledge by connecting the topic to what they've learned previously.	EQ(s) are:  1. open-ended AND  2. encourage higher order thinking and/or critical thinking AND  3. help students conceptualize the theme of the lesson AND	EQ(s) are:  1. open-ended AND  2. help students conceptualize the theme of the lesson	The candidate does not include Essential Questions OR  EQ(s) are too simple to help students think critically.
<b>Formative Assessment (InTASC 6 – Assessment - The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate's and learners' decision making).</b>				
<b>Formative Assessment</b>  <b>CAEP 1.1 InTASC 6</b>	1. Multiple formative assessments that are aligned with instructional objectives are used to monitor progress and engage learners in their own growth AND  2. a rationale for implementation is described in detail.	1. A formative assessment that is aligned with instructional objectives is used to monitor progress and engage learners in their own growth AND  2. a rationale for implementation is described in detail.	A formative assessment that is aligned with instructional outcomes is used to monitor learner progress.	Limited OR no evidence of formative assessment is established.
<b>Summative Assessment (InTASC 6 – Assessment - The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate's and learners' decision making).</b>				
<b>Summative Assessment</b>  <b>CAEP 1.1 InTASC 6</b>	1. Summative assessment that is aligned to instructional objectives is used to monitor student progress AND  2. a rationale for implementation is described in detail.	Summative assessment is described AND  is aligned with objectives.	Summative assessment is included in the lesson.	Limited OR no evidence of summative assessment is established.

**Introduction** (InTASC 8 – Instructional Strategies -The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas, and their connections, and to build skills to apply knowledge in meaningful ways.)

<p><b>Introduction</b></p> <p><b>CAEP 1.1</b></p> <p><b>InTASC 8</b></p>	<p>A meaningful and cohesive process for lesson introduction is specifically described, including:</p> <ol style="list-style-type: none"> <li>1. motivational device, <u>AND</u></li> <li>2. connection to prior learning, AND</li> <li>3. connection to objectives, standards and essential questions.</li> </ol>	<p>The lesson introduction is specifically described, including :</p> <ol style="list-style-type: none"> <li>1. a motivational device OR connection to prior learning, AND</li> <li>2. connection to objectives, standards and essential questions.</li> </ol>	<p>The lesson was introduced by stating the instructional objective or focus.</p>	<p>A process for lesson introduction is irrelevant to objectives or missing.</p>
<p><b>Teaching Procedures</b> (InTASC 7 - Planning for Instruction - The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, as well as knowledge of learners and the community context.</p>				
<p><b>Teaching Procedures</b></p> <p><b>CAEP 1.1</b></p> <p><b>InTASC 7</b></p>	<ol style="list-style-type: none"> <li>1. <i>ALL Lesson Body</i> elements are included in lesson plan and support objectives and optimal instruction AND</li> <li>2. transitions between activities are seamless AND</li> <li>3. assessment practices are integrated within the lesson to measure progress AND</li> <li>4. Planning for student learning is evident.</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>ALL Lesson Body</i> elements are included AND</li> <li>2. progress in a logical order to support objectives AND</li> <li>3. Assessment practices and planning for student learning are evident.</li> </ol>	<p>Lesson plan contains all elements of the <i>Lesson Body</i> AND some planning for student learning is evident.</p>	<p>Lesson plan elements are absent or incomplete within the <i>Lesson Body</i> OR learning activities do not support objectives.</p>

**Closure (InTASC 8 – Instructional Strategies - The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways).**

<p><b>Closure</b> <b>CAEP 1.1</b> <b>InTASC 8</b></p>	<p>1. An engaging <u>learner-led</u> process for closing the lesson is specifically described, including a review of lesson concepts and/or essential questions AND</p> <p>2. preview of future learning or application or extension of lesson concepts is included.</p>	<p>1. Lesson closure is specifically described, including a review of lesson concepts and/or essential questions AND</p> <p>2. preview of future learning, application or expansion of lesson concepts is included.</p>	<p>The lesson was closed by restating the instructional objective and focus.</p>	<p>The process for lesson closure is irrelevant to objectives OR missing.</p>
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**Differentiated Learning Activities (InTASC 2 – Learning Differences - The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards)**

<p><b>Differentiated Learning Activities</b> <b>CAEP 1.1, 1.2</b> <b>InTASC 2</b></p>	<p>1. Lesson plan contains research-based activities that differentiate the content, process, product, and/or learning environment AND</p> <p>2. are designed to provide advanced achievement for all learners AND</p> <p>3. Research-based strategies are effectively described to <u>challenge</u> all learners.</p>	<p>1. The lesson plan contains research-based activities that differentiate the content, process, product, and/or learning environment AND</p> <p>2. are designed to improve achievement for all learners. AND</p> <p>3. Research-based strategies are described to <u>meet the needs</u> of all learners.</p>	<p>1. Research-based activities that differentiate the content, process, product, and/or learning environment are identified. AND</p> <p>2. Detail is lacking in one or more of the critical areas.</p>	<p>Research-based activities that differentiate the content, process, product are not identified.</p>
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**Instructional Resources, Materials, and Technology (InTASC 4 – Content Knowledge - The candidate demonstrates understanding of the central concepts, tools of inquiry, and structures of the discipline(s) taught, and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content).**

Elements	Exceeds Expectations (3)	Meets Expectations (2)	Emerging (1)	Does Not Meet Expectations (0)
<p><b>Instructional Resources, Materials &amp; Technology</b> <b>CAEP 1.1, 1.3, 1.5 InTaSC 4</b></p>	<p>1. A range of resources, materials and technology are effectively integrated into the context of the lesson, engaging to learners and provide for optimal student learning AND</p> <p>2. <u>Additional resources are listed for extended learning activities.</u></p>	<p>Appropriate resources, materials and technology are utilized to engage learners.</p>	<p>Resources, materials and technology are utilized to support instruction.</p>	<p>Use of resources, materials and technology is limited or absent</p> <p>OR materials fail to fit the context of the lesson and needs of the students.</p>

**Accommodations and Modifications (InTASC 2 – Learning Differences - The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards).**

<p><b>Accommodations and/or Modifications</b></p> <p><b>CAEP 1.1</b> <b>InTASC 2</b></p>	<p>1. Lesson includes appropriate accommodations/modifications to meet the varied needs of diverse learners (such as Scheduling, Setting, Materials, Instruction, Student Response, Assessment, Grading and Testing) AND</p> <p>2. are described in Analysis of P-12 Student Learning.</p>	<p>Lesson Includes appropriate accommodations/modifications to meet the varied needs of learners, such as Scheduling, Setting, Materials, Instruction, Student Response, Assessment, Grading and Testing.</p>	<p>Lesson Includes accommodations/modifications that do not meet the needs of all learners.</p>	<p>Lesson plan does not include accommodations/modifications to meet the needs of learners.</p>
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**Analysis of P12 Student Learning – (InTASC 6 – Assessment - The candidate uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making).**

<p><b>Analysis of P-12 Student Learning</b></p> <p><b>CAEP 1.1, 1.2, 1.5</b> <b>InTASC 6</b></p>	<p>The candidate:</p> <ol style="list-style-type: none"> <li>Organizes and records the data/results for the assessments by item AND</li> <li>compiles the data results for each learning outcome using technology (including pre-assessment and final assessment) using a table and/or a graph AND</li> <li>Reports data for each student by learning outcome and quantifies the extent to which the learners achieved that objective/goal AND</li> <li>Provides an intervention plan for students who do not satisfy the objectives AND</li> <li>Summarizes conclusions about students’ learning and provides a detailed explanation/analysis of the results.</li> </ol>	<p>The candidate:</p> <ol style="list-style-type: none"> <li>Organizes and records the data/results for each assessment by item AND</li> <li>Compiles the data results for each learning outcome using technology (including pre-assessment and final assessment) using a table and/or a graph AND</li> <li>Reports data for each student by learning outcome and quantifies the extent to which the learners achieved that objective/goal AND</li> <li>Provides interventions for students who did not satisfy the objectives.</li> </ol>	<p>The candidate:</p> <ol style="list-style-type: none"> <li>organizes and records the data/results for each assessment by item AND</li> <li>Compiles the data results for each learning outcome using technology (including pre-assessment and final assessment) using a table and/or a graph AND</li> <li>Reports data for each student by student learning outcome and then quantifies the extent to which the learners achieved that objective/goal</li> </ol>	<p>Fails to Organize and record the data/results for each assessment by item, and therefore, cannot provide appropriate analysis and interventions</p>
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**Analysis and Reflection of Teaching** (InTASC 9 – Professional Learning and Ethical Practice - The candidate engages in ongoing professional learning and uses evidence to continually evaluate practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of every learner).

<p><b>Analysis &amp; Reflection of Teaching</b></p> <p><b>CAEP 1.1</b></p> <p><b>InTASC 9</b></p>	<p>Provides a thorough self-analysis of candidate performance that encompasses the domains of planning, instruction, environment, and professionalism in which all areas of performance receive in-depth objective reflection.</p>	<p>Includes evidence of analysis of candidate performance in planning, instruction, environment and professionalism in which all areas of performance receive objective reflection.</p>	<p>Partial analysis of candidate performance in at least two areas (planning, instruction, environment and professionalism) AND</p> <p>Some reflection is evident.</p>	<p>Inaccurate, limited or no evidence related to an analysis of teacher performance in planning, instruction, environment and professionalism.</p>
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