

Elementary Education Lesson Plan Rubric

Criteria	Not Proficient 0-1	Developing Proficiency 2-3	Proficient 4-5	Score
Goals and Outcomes	The purpose of the lesson (instructional goal) and/or the learning outcomes for the students are unclear and developmentally inappropriate.	The purpose of the lesson (instructional goal) and/or the learning outcomes are either unclear or developmentally inappropriate.	The purpose of the lesson (instructional goal) and/or the learning outcomes are both clear and developmentally appropriate.	
Curriculum Standards	Massachusetts Curriculum Framework standards are not fully identified, stated, and/or referenced, are not developmentally appropriate for the grade level of the lesson, and/or don't reflect the goal and intended outcomes of the lesson.	Some of the Massachusetts Curriculum Framework standards are not fully identified, stated, and/or referenced, are not developmentally appropriate for the grade level of the lesson, and/or don't reflect the goal and intended outcomes of the lesson.	The selected Massachusetts Frameworks Standards are all clearly identified, stated, and referenced, are developmentally appropriate for the grade level of the lesson, and reflect the goal and intended outcomes of the lesson.	
Materials	The list of materials does not include all of the items needed by both students and teacher to successfully engage in the lesson; published materials are not correctly referenced using MLA formatting; <i>and</i> no samples of handouts are included.	The list of materials does not include all of the items needed by both students and teacher to successfully engage in the lesson; <i>or</i> published materials are not correctly referenced using MLA formatting; <i>or</i> samples of handouts are not included.	All of the materials required for both students and teacher to successfully engage in the lesson as described in the procedures are clearly listed; published materials are correctly referenced using MLA formatting; <i>and</i> samples of handouts are included.	
Procedures				
Motivational Technique	A motivational technique is not mentioned or is unclear and would not be likely to activate children's prior knowledge or experience and engage children in the learning process.	The motivational technique is not clearly described <i>or</i> would not be likely to activate children's prior knowledge or experience and engage children in the learning process.	The motivational technique is clearly described and will activate children's prior knowledge or experience, and engage children in the learning process.	
Instructional Practice	The procedures include teaching strategies that are not likely to be effective in the context described; the procedures are not easy to follow, sufficiently detailed and/or appropriately sequenced; <i>and</i> the activities are not likely to generate children's interest and engagement.	The procedures include teaching strategies that are not likely to be effective in the context described; <i>or</i> the procedures are not easy to follow, sufficiently detailed and/or appropriately sequenced; <i>or</i> the time frame is unrealistic; <i>or</i> the activities are not likely to generate children's interest and engagement.	The procedures include effective teaching strategies and are easy to follow, sufficiently detailed and appropriately sequenced. The time frame is realistic and the activities will generate children's interest and engagement.	
Closure	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 students have had an opportunity to reflect on their learning, or what the remaining areas of confusion might be.	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 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 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. 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.	

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Assessment	No plan for assessment is described or if one is provided it does not respond to the stated goals and intended outcomes of the lesson.	A plan for assessment is described but is lacking in detail or appropriateness. The assessment addresses some of the goals and intended outcomes.	The plan for assessment is clearly and fully described and addresses the lesson's goals and intended outcomes. A well-developed rubric for guiding assessment may also be included.	
Accommodations	An appropriate accommodation is described for only one or none of the three kinds of students specified and/or the accommodations described are not appropriate.	An appropriate accommodation is described for only two of the three kinds of students specified or at least one of the accommodations described is not appropriate.	At least one appropriate accommodation is described for <i>each</i> of the following kinds of students: ELL, ADHD, gifted.	
Follow-Up Lessons	Either no suggestions are made for follow-up activities or the one that is made is inappropriate and would neither enrich nor remediate the students' learning with regard to the lesson's goal(s).	Only one appropriate suggestion is made for follow-up activities <i>or</i> the activities suggested are not logical and would neither enrich nor remediate the students' learning with regard to the lesson's goal(s).	At least two suggestions are made for activities that would be logical follow-ups to the lesson and offer either enrichment or remediation regarding the lesson's goal(s).	
Language Mechanics and Grammar	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.	
Comments				/50