MA Lesson Plan Rubric

created with TaskStream

Levels/Criteria	1	2	3	Score/Level
Objective	Includes 1 of the 3 listed criteria: clear and complete focus, objective or purpose for student learning.	Includes 2 of the 3 listed criteria: clear and complete focus, objective or purpose for student learning.	Includes a clear and complete focus, objective and purpose for the student to learn the objective.	
TEKS	Standards are alluded to in lesson, and lesson is related to standards.	Some relevant standards are referenced. Lesson is influenced by standards. Too many or too few standards are included. (Lesson may name many standards instead of focusing on important, key standards; alternately, lesson may not name relevant key standards).	Key standards are referenced. Lesson is guided by standards.	
	Standards **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)** **Principle:** 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.			
Materials	Supporting materials and student handouts are messy, incomplete, and/or unappealing to students. Materials do not enhance lesson.	Supporting materials and student handouts are clear and complete. Materials enhance lesson.	Supporting materials and student handouts are clear, complete, and appealing to students. Materials enhance lesson significantly.	
	Standards **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)** **Principle:** 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.			
Focus	Includes unrelated focus.	Includes a focus that is related to the lesson.	Includes a focus that is related to the lesson and gets the students attention.	
	Standards **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)** **Principle:** 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.			
Procedure	Vaguely describes one strategy for instructional input and omits models or	Includes only one clearly described strategy for instructional input, the various strategies are not clearly described, omits modeling opportunities, or omits closure.	Includes a variety of clearly described strategies to provide instructional input, model the concept or objective, and closure.	

Levels/Criteria	1	2	3	Score/Level
	closure. **Standards** **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)** **Principle:** 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.			
Closure	Closure planed but not effectively tied to content or objectives.	Closure appropriate to lesson. Not tied to or loosely tied to objectives.	Closure effective and related to both content and objectives.	
Assessment	Vaguely describes the processes to check for understanding at different points throughout the lesson, and the opportunity for guided practice and/or independent practice. Or omits one description.	Includes a description for both of the following processes but vaguely describes a process to check for understanding at different points throughout the lesson, or an opportunity for guided practice and/or independent practice.	Clearly describes a process to check for understanding at different points throughout the lesson, an opportunity for guided practice and/or independent practice.	
	Standards **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)** **Principle:** 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.			
Mechanics	The lesson plan contains many spelling and grammar errors.	The lesson plan contains few spelling and grammar errors.	Spelling and grammar in lesson plan are flawless.	
	Standards **USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)** **Principle:** 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.			