

Leona Lesson Plan Rubric

Teacher Name:	Course Title:	Date(s) of Instruction:
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0 = unsatisfactory 1 = developing 2 = proficient 3 = distinguished

Standards		Section Rating:
0	<p>Learning objective(s) not articulated</p> <p>CCRS alignment is not articulated for learning objectives</p> <p>Lesson addresses far too few or far too many standards in allotted time</p> <p>Fails to align to the course curriculum map</p>	3
1	<p>Lesson objective(s) lack clarity and/or measurability</p> <p>CCRS alignment is articulated but only offers a partial connection to the standard</p> <p>Lesson addresses too few or too many standards in allotted time</p> <p>Somewhat aligns to the course curriculum map</p>	2
2	<p>Clear lesson objective(s) provided that are measurable</p> <p>CCRS alignment is articulated and clearly ties to the standard</p> <p>Lesson addresses a reasonable quantity of standards in allotted time</p> <p>Aligns to the course curriculum map</p>	3
3	<p>Clear, measurable lesson objectives show a deliberate learning progression</p> <p>CCRS alignment is articulated, clearly tied to the standard, and reflects more than one content area</p> <p>Lesson addresses a reasonable quantity of standards in allotted time and supports a focus on power standards</p> <p>Tightly aligns to the course curriculum map</p>	3
Rigor		Section Rating:
0	<p>Rigor of objectives are not aligned with the rigor of the CCRS</p> <p>Rigor of student activities are not aligned with the rigor of the CCRS</p> <p>High rigor expectations are not supported by appropriate scaffolding</p> <p>Rigor of assessment is not aligned with the rigor of the CCRS</p>	3
1	<p>Rigor of objectives are somewhat aligned to the rigor of the CCRS</p> <p>Rigor of student activities are somewhat aligned to the rigor of the CCRS</p> <p>High rigor expectations are somewhat supported by appropriate scaffolding</p> <p>Rigor of assessment is somewhat aligned to the rigor of the CCRS</p>	2
2	<p>Rigor of objectives are aligned to the rigor of the CCRS</p> <p>Rigor of student activities are aligned to the rigor of the CCRS</p> <p>High rigor expectations are supported by appropriate scaffolding</p> <p>Rigor of assessment is aligned to the rigor of the CCRS</p>	3
3	<p>Rigor of the objectives are tightly aligned to the rigor of the CCRS</p> <p>Rigor of the student activities are tightly aligned to the rigor of the CCRS</p> <p>High rigor expectations are strongly supported by appropriate scaffolding</p> <p>Rigor of assessment is tightly aligned to the rigor of the CCRS</p>	3
Bell-to-Bell		Section Rating:
0	<p>Bell-ringer is not evident</p> <p>Exit slip is not evident</p> <p>Exit slip fails to measure independent student accountability</p>	3
1	<p>Bell-ringer is evident but does not reflect ongoing, cumulative review</p> <p>Exit slip is evident and somewhat measures the learning objective</p> <p>Exit slip measures independent student accountability but fails to have students self-assess and/or self-reflect on their mastery</p>	2
2	<p>Bell-ringer is evident and reflects ongoing, cumulative review</p> <p>Exit slip is evident and measures the learning objective</p> <p>Exit slip measures independent student accountability and encourages students to self-assess and/or self-reflect on their mastery</p>	3
3	<p>Bell-ringer is evident and reflects ongoing, cumulative review that is differentiated</p> <p>Exit slip is evident and skillfully measures the learning objective</p> <p>Exit slip measures independent student accountability and encourages students to self-assess and/or self-reflect on their mastery and self-correct errors</p>	3

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Core Instructional Plan Strategies		1	2	3	Section Rating:
0	Instructional material has no intrinsic interest for the targeted students Planned student and teacher activities offer little engagement potential No peer-to-peer engagement is evident	Instructional material has little intrinsic interest for the targeted students Planned student and teacher activities offer minimal engagement potential Little peer-to-peer engagement is evident	Instructional material has appropriate intrinsic interest for the targeted students Planned student and teacher activities offer some engagement potential 50% peer-to-peer engagement is evident	Instructional material is intrinsically high-interest for the targeted students Planned student and teacher activities offer high engagement potential 50% peer-to-peer engagement is evident in a strategic fashion	3
	A scaffolded progression of instruction is not evident Plan lacks clarity and specificity for core instruction Instructional plan does not fit the school's overall culture and mission/vision	Instruction is either over or under scaffolded for stated objective Plan has limited clarity and specificity to provide a concrete picture of core instruction Instructional plan somewhat fits the school's overall culture and mission/vision	Instruction is properly scaffolded for stated objective Plan has sufficient clarity and specificity that provides a concrete picture of core instruction that could be followed by another teacher Instructional plan fits the school's overall culture and mission/vision	Instruction is skillfully scaffolded for stated objective and differentiated needs Plan has a concise and specific description of core instruction that could be easily used by a substitute or other teacher Instructional plan exceedingly fits the school's overall culture and mission/vision	3
Formative Assessment Aligned to CCRS					
0	Assessment does not properly measure the stated objective Assessment does not properly measure the standard Assessment does not guarantee individual accountability and/or is entrenched in the instruction	Assessment attempts to measure the stated objective Assessment attempts to measure the stated standard Assessment guarantees individual accountability but is not distinct from instruction	Focused assessment mostly measures the stated objective Focused assessment mostly measures the stated standard Assessment guarantees individual accountability and is distinct from instruction	Focused assessment measures the stated objective Focused assessment measures the stated standard Assessment guarantees individual accountability, promotes individual reflection, and is distinct from instruction	3
RtI Differentiation Using Assessment					
0	A meaningful, rigorous enrichment plan is not evident for students who quickly master objectives The plan lacks a clear plan to re-teach students (who were present for core instruction but failed to master the objective) but need additional opportunities to learn objectives No plan is offered for re-teaching students with absences	Enrichment activities for students who quickly master objectives lacks rigor and/or differentiation The plan re-teaches students (who were present for core instruction but failed to master the objective) but need with strategies that look very similar to the initial, core instruction A limited plan is outlined to support students who have been absent during the course of instruction	Enrichment activities for students who quickly master objectives offer some rigor and/or some differentiation The plan re-teaches students (who were present for core instruction but failed to master the objective) using innovative strategies that differ from the initial, core instruction The plan anticipates general instructional support for students who have been absent	A meaningful, differentiated, rigorous enrichment plan is highly evident for students who quickly master objectives The plan strategically re-teaches students (who were present for core instruction but failed to master the objective) in a differentiated fashion that differs from the initial, core instruction The plan anticipates specialized instructional support strategies for students who have been absent	3
	RtI plan does not fit the school's overall culture and mission/vision	RtI plan somewhat fits the school's overall culture and mission/vision	RtI plan fits the school's overall culture and mission/vision	RtI plan exceedingly fits the school's overall culture and mission/vision	3