



**University of the Virgin Islands  
School of Education  
Bachelor of Arts in Education  
Elementary  
Fall 2013**

**Lesson Plan Rubric – Language Arts**

STT 14

Lesson Plan Elements	Unacceptable	Beginning	Developing	Target
Instructional Objectives (ACEI 3.1)	Instructional objective is not stated clearly.  0%	Instructional objective is included but is not descriptive of a learning outcome and does not include the condition and criterion.  14.5%	Instructional objective is stated and descriptive of learning outcomes that are measurable, observable, and student oriented, but does not include condition and criterion.  14.5%	Instructional objectives are clearly stated and descriptive of learning outcomes that are measurable, observable, and student oriented; includes condition, behavior and criterion.  71%
Content Knowledge (ACEI 2.1; 2.3; 2.3; 2.4; 2.6; 2.7)	Plan shows little evidence of knowledge of content and no evidence of research.  0%	Weak content and inadequate evidence of research.  0%	Content is accurate but evidence of research is limited.  7%	Thorough knowledge and understanding of content. Evidence is provided to indicate topic is well researched.  93%

Lesson Introduction (ACEI 2.1; 3.2; 3.4)	An introduction is missing.  0%	An introduction is used but not directly related to the lesson.  0%	An introduction is used, - directly related to the lesson and enhances student interest.  50%	An introduction is used, directly related to the lesson, enhances student interest, and leads into the development of the lesson.  50%
Lesson Development (ACEI 2.1; 3.2)	Lesson is not logically sequenced, nor does it provide opportunity for guided or independent practice.  0%	Lesson is adequately and sequentially developed building from simple to complex with no opportunity for guided practice.  0%	Lesson is adequately and sequentially developed building from simple to complex with opportunities for guided practice, but no independent practice.  43%	Lesson is adequately and sequentially developed building from simple to complex with opportunities for guided and independent practice.  57%
Instructional Strategies (ACEI 2.1; 3.3; 3.4;)	Instructional strategies are not appropriate and are not aligned with the learning outcome(s).  0%	Some instructional strategies are appropriate for learning outcome (s) that is meaningful.  0%	Most instructional strategies are appropriate for learning outcome (s); they are meaningful and varied, but evidence no differentiation  36%	Instructional strategies are appropriate for learning outcome (s). They are meaningful, varied, and differentiated.  64%
Questioning Strategies (ACEI 3.2; 3.3; 4.0;)	Uses ineffective questions that do not promote critical thinking.  0%	Uses questioning techniques that are effective and promote some levels of thinking.  7%	Uses a variety of effective questioning techniques- that promote some critical thinking but no problem solving.  64%	Uses a variety of effective questioning techniques that promote critical thinking and problem solving.  29%

Technology Used (ACEI 3.1; 3.5;)	Selection and application of technology is inappropriate or non-existent.  14%	Some selections and applications of technology are not appropriate for the learning environment. Technologies selected do not enhance learning.  0%	Some selections and applications of technology are appropriate for the learning environment and outcomes. - Technologies applied enhance learning.  14%	Selection and application of technology are appropriate for the learning outcomes and the learning environment. Technologies applied enhance learning.  72%
Materials Needed	Materials are missing or are used inappropriately.  0%	Few materials directly support the learning objective (s), are not listed, and few meet the needs of all students.  7%	Most materials directly support learning objective (s), are clearly listed, and meet the needs of all students.  21%	A variety of materials that directly support learning objective are clearly listed and meet the needs of all students.  72%
Closure  (n=13)	Closure session is absent from plan.  8%	Closure is evident and summarizes and solidifies few main points of the lesson.  0%	Closure is evident and summarizes and solidifies some main points of the lesson  23%	Closure is evident and summarizes and solidifies the main points of the lesson.  69%
Assessment (ACEI 4.0; 5.1)	Method for assessing student learning and evaluating instruction is missing or inappropriate.  14%	Method for assessing student learning and evaluating instruction is delineated but not differentiated and aligned to lesson's objective.  0%	Method for assessing student learning and evaluating instruction is clearly delineated and aligned to lesson's objective but is not differentiated.  22%	Method for assessing student learning and evaluating instruction is clearly differentiated and delineated and aligned to lesson's objective.  64%