



**University of the Virgin Islands  
School of Education  
Bachelor of Arts in Education  
Elementary Education  
Spring 2015**

**Lesson Plan Cluster**

**STX 6**

| Lesson Plan Elements   | Unacceptable<br>1   | Beginning<br>2   | Developing<br>3   | Target<br>4   |
|--|---|--|---|---|
| Instructional Objectives<br>(ACEI 3.1)   | Instructional objective is not stated clearly.                                  | Instructional objective is included but is not descriptive of a learning outcome and does not include the condition and criterion. | Instructional objective is stated and descriptive of learning outcomes that are measurable, observable, and student oriented, but does not include condition and criterion. | Instructional objectives are clearly stated and descriptive of learning outcomes that are measurable, observable, and student oriented; includes condition, behavior and criterion. |
| Language Arts  |   |  | 50%   | 50%   |
| Math (1 blank)   |   |  | 33%   | 50%   |
| Science  |   |  | 33%   | 67%   |
| Social Studies   |   |  | 50%   | 50%   |
| Content Knowledge<br>(ACEI 2.1; 2.3; 2.3; 2.4 corresponding to four separate lesson plans) | Plan shows little evidence of knowledge of content and no evidence of research. | Weak content and inadequate evidence of research.  | Content is accurate but evidence of research is limited.  | Thorough knowledge and understanding of content. Evidence is provided to indicate topic is well researched.   |
| Language Arts  |   |  |   | 100%  |
| Math (1 blank)   |   |  |   | 83%   |
| Science  |   |  | 33%   | 67%   |
| Social Studies   |   |  | 33%   | 67%   |
| Lesson   | An introduction is  | An introduction is   | An introduction is  | An introduction is  |

| Lesson Plan Elements                   | Unacceptable<br>1  | Beginning<br>2   | Developing<br>3  | Target<br>4   |
|--|--|--|--|---|
| Introduction<br>(ACEI 3.4)             | missing.   | used but not directly related to the lesson.   | used, - directly related to the lesson and enhances student interest.  | used, directly related to the lesson, enhances student interest, and leads into the development of the lesson.                          |
| Language Arts                          |  |  | 17%  | 83%   |
| Math (1 blank)                         |  |  |  | 83%   |
| Science                                |  |  | 33%  | 67%   |
| Social Studies                         |  |  | 33%  | 67%   |
| Lesson Development<br>(ACEI 3.1)       | Lesson is not logically sequenced, nor does it provide opportunity for guided or independent practice. | Lesson is adequately and sequentially developed building from simple to complex with no opportunity for guided practice. | Lesson is adequately and sequentially developed building from simple to complex with opportunities for guided practice, but no independent practice. | Lesson is adequately and sequentially developed building from simple to complex with opportunities for guided and independent practice. |
| Language Arts                          |  |  | 33%  | 67%   |
| Math (1 blank)                         |  |  |  | 83%   |
| Science                                |  |  | 50%  | 50%   |
| Social Studies                         |  |  | 17%  | 83%   |
| Instructional Strategies<br>(ACEI 3.2) | Instructional strategies are not appropriate and are not aligned with the learning outcome(s).         | Some instructional strategies are appropriate for learning outcome(s) that are meaningful.                               | Most instructional strategies are appropriate for learning outcome(s); they are meaningful and varied, but evidence no differentiation               | Instructional strategies are appropriate for learning outcome(s). They are meaningful, varied, and differentiated.                      |
| Language Arts                          |  |  | 33%  | 67%   |
| Math (1 blank)                         |  |  | 17%  | 67%   |
| Science                                |  |  | 33%  | 67%   |
| Social Studies                         |  |  | 17%  | 83%   |
| Questioning Strategies<br>(ACEI 3.3)   | Uses ineffective questions that do not promote critical thinking.                                      | Uses questioning techniques that are effective and promote some  | Uses a variety of effective questioning techniques- that   | Uses a variety of effective questioning techniques that   |

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|-------------------------------|---|---|--|--|
|                               |   | levels of thinking.   | promote some critical thinking but no problem solving.   | promote critical thinking and problem solving.   |
| Language Arts                 |   |   |  | 100%   |
| Math (1 blank)                |   |   |  | 83%  |
| Science                       |   |   |  | 100%   |
| Social Studies                |   |   | 17%  | 83%  |
| Technology Used<br>(ACEI 3.5) | Selection and application of technology is inappropriate or non-existent. | Some selections and applications of technology are not appropriate for the learning environment. Technologies selected do not enhance learning. | Some selections and applications of technology are appropriate for the learning environment and outcomes. - Technologies applied enhance learning. | Selection and application of technology are appropriate for the learning outcomes and the learning environment. Technologies applied enhance learning. |
| Language Arts                 |   |   |  | 100%   |
| Math (2 blanks)               |   |   | 17%  | 50%  |
| Science                       |   |   | 33%  | 67%  |
| Social Studies                |   |   | 17%  | 83%  |
| Materials Needed              | Materials are missing or are used inappropriately.                        | Few materials directly support the learning objective (s), are not listed, and few meet the needs of all students.                              | Most materials directly support learning objective (s), are clearly listed, and meet the needs of all students.                                    | A variety of materials that directly support learning objective are clearly listed and meet the needs of all students.                                 |
| Language Arts                 |   |   | 33%  | 67%  |
| Math (1 blank)                |   |   | 17%  | 67%  |
| Science                       |   |   |  | 100%   |
| Social Studies                |   |   |  | 100%   |
| Closure                       | Closure session is absent from plan.                                      | Closure is evident and summarizes and solidifies few main points of the lesson.   | Closure is evident and summarizes and solidifies some main points of the lesson  | Closure is evident and summarizes and solidifies the main points of the lesson.  |
| Language Arts                 |   |   |  | 100%   |
| Math (1 blank)                |   |   |  | 83%  |

| Lesson Plan Elements     | Unacceptable<br>1   | Beginning<br>2   | Developing<br>3   | Target<br>4  |
|--------------------------|---|--|---|--|
| Science                  |   |  | 17%   | 83%  |
| Social Studies           |   |  | 33%   | 67%  |
| Assessment<br>(ACEI 4.0) | Method for assessing student learning and evaluating instruction is missing or inappropriate. | Method for assessing student learning and evaluating instruction is delineated but not differentiated and aligned to lesson's objective. | Method for assessing student learning and evaluating instruction is clearly delineated and aligned to lesson's objective but is not differentiated. | Method for assessing student learning and evaluating instruction is clearly differentiated and delineated and aligned to lesson's objective. |
| Language Arts            |   |  | 33%   | 67%  |
| Math (1 blank)           |   |  | 33%   | 50%  |
| Science                  |   |  | 50%   | 50%  |
| Social Studies           |   |  | 50%   | 50%  |