



**University of the Virgin Islands  
School of Education  
Bachelor of Arts in Education  
AY 2015-2016**

**Elementary Education**

**Lesson Plan Cluster Rubric**

EDU 452; Fall 2015; STT 2; STX 1

Lesson Plan Elements	Unacceptable 1	Beginning 2	Developing 3	Proficient 4
<b>Instructional Objectives</b>  (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.
<b>Language Arts</b>			33%	67%
<b>Math</b>			33%	67%
<b>Science</b>			33%	67%
<b>Social Studies</b>			33%	67%
<b>Content Knowledge</b>  (ACEI 2.1; 2.3; 2.3; 2.4 corresponding to four separate	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.

Lesson Plan Elements	Unacceptable 1	Beginning 2	Developing 3	Proficient 4
<b>lesson plans)</b>				
<b>Language Arts</b>				100%
<b>Math</b>				100%
<b>Science</b>				100%
<b>Social Studies</b>				100%
<b>Lesson Introduction (ACEI 3.4)</b>	An introduction is missing.	An introduction is used but not directly related to the lesson.	An introduction is used, - directly related to the lesson and enhances student interest.	An introduction is used, directly related to the lesson, enhances student interest, and leads into the development of the lesson.
<b>Language Arts</b>			67%	33%
<b>Math</b>			33%	67%
<b>Science</b>			33%	67%
<b>Social Studies</b>			33%	67%
<b>Lesson Development (ACEI 3.1)</b>	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.
<b>Language Arts</b>				100%
<b>Math</b>				100%
<b>Science</b>				100%
<b>Social Studies</b>				100%
<b>Instructional Strategies</b>	Instructional strategies are not	Some instructional	Most instructional	Instructional strategies are

Lesson Plan Elements	Unacceptable 1	Beginning 2	Developing 3	Proficient 4
<b>(ACEI 3.2)</b>	appropriate and are not aligned with the learning outcome(s).	strategies are appropriate for learning outcome(s) that are meaningful.	strategies are appropriate for learning outcome(s); they are meaningful and varied, but evidence no differentiation	appropriate for learning outcome(s). They are meaningful, varied, and differentiated.
<b>Language Arts</b>				100%
<b>Math</b>			33%	67%
<b>Science</b>			33%	67%
<b>Social Studies</b>			33%	67%
<b>Questioning Strategies (ACEI 3.3)</b>	Uses ineffective questions that do not promote critical thinking.	Uses questioning techniques that are effective and promote some levels of thinking.	Uses a variety of effective questioning techniques- that promote some critical thinking but no problem solving.	Uses a variety of effective questioning techniques that promote critical thinking and problem solving.
<b>Language Arts</b>			67%	33%
<b>Math</b>			67%	33%
<b>Science</b>				100%
<b>Social Studies</b>				100%
<b>Technology Used (ACEI 3.5)</b>	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.

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<b>Language Arts</b>				100%
<b>Math</b>				100%
<b>Science</b>				100%
<b>Social Studies</b>				100%
<b>Materials Needed</b>	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.
<b>Language Arts</b>				100%
<b>Math</b>				100%
<b>Science</b>				100%
<b>Social Studies</b>				100%
<b>Closure</b>	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.
<b>Language Arts</b>			67%	33%
<b>Math</b>			67%	33%
<b>Science</b>			33%	67%
<b>Social Studies</b>			33%	67%
<b>Assessment (ACEI 4.0)</b>	Method for assessing student learning and evaluating instruction is missing or inappropriate.	Method for assessing student learning and evaluating instruction is delineated but not	Method for assessing student learning and evaluating instruction is clearly delineated and	Method for assessing student learning and evaluating instruction is clearly differentiated

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		differentiated and aligned to lesson's objective.	aligned to lesson's objective but is not differentiated.	and delineated and aligned to lesson's objective.
<b>Language Arts</b>				100%
<b>Math</b>				100%
<b>Science</b>			33%	67%
<b>Social Studies</b>			33%	67%