

## Lesson Plan Evaluation Rubric\*

	Poor/non-existent (0 pts.)	Developing (1 pt.)	Accomplished (2 pts.)	Exemplary (3 pts.)	Score
<b>Instructional goals/objectives</b>	Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Learners cannot determine what they should know and be able to do as a result of learning and instruction.	Instructional goals and objectives are stated but are not easy to understand. Learners are given some information regarding what is expected of them, but generally are not given enough information to determine what they should know and be able to do as a result of learning and instruction.	Instructional goals and objectives are stated. Learners have an understanding of what is expected of them. Learners can determine what they should know and be able to do as a result of learning and instruction.	Instructional goals and objectives are clearly stated. The conditions, performance and (when appropriate) the criteria are clearly described. Learners know exactly what is expected of them.	
<b>Materials</b>	Materials needed to correctly execute the lesson have not been included in the plan	Some of the materials needed for the lesson have been included, but some important elements are missing. Little detail of the needed materials and the justifications for their use is given.	A full list of the materials to successfully carry out the plan is included.	A full list of the materials to successfully carry out the plan is included. Justification and clarification for the material is given and potential alternative materials are included that help to expand how the plan may be used with different audiences or environments.	
<b>Procedures</b>	Little or no direction is given on how to proceed with the lesson.	A list of steps needed to complete the lesson is given.	A list of steps needed to complete the lesson is given. Steps are fully described to explain fully how they should be completed and the needed order for their completion.	A full list of the steps to complete the lesson is given. Each step is described to fully explain how it could be completed. In addition, alternative steps are included so the lesson can be adapted effectively for different audiences or environments.	
<b>Assessment</b>	Method for assessing student learning and evaluating instruction is missing.	How student learning will be assessed is vaguely stated. There is some mention of educational objectives, but inadequate or incomplete direct connection to how the student will be assessed.	To some degree, assessments have been based upon lesson objectives. All objectives appear to be assessed properly.	Assessments are based on clearly defined, observable lesson objectives. Assessment strategies are described and an assessment tool such as a rubric is given.	

<b>Resources</b>	No resources are listed	A few resources are included.	A number of helpful resources are included that are focused specifically on the lesson.	A wide variety of resources are given that could enhance the depth of the lesson and expand its potential impact across various audiences and environments.	
<b>Use of technology</b>	Selection and application of technologies is inappropriate (or nonexistent) for learning environment and outcomes.	Selection and application of technologies is beginning to be appropriate for learning environment and outcomes. Technologies applied do not affect learning.	Selection and application of technologies is basically appropriate for learning environment and outcomes. Some technologies applied enhance learning.	Selection and application of technologies is appropriate for learning environment and outcomes. Technologies applied to enhance learning.	
<b>Student Centeredness</b>	The lesson is flat and uninspiring. There is no evidence of student choice or flexibility in pace, topic or end product.	The lesson has some appeal, but student choice and flexibility are limited. May not involve higher-level thinking.	The lesson is appealing, and there is evidence of instructional flexibility or accommodation of students' interests. Higher-level thinking is invited.	The lesson is appealing, and it engages students' higher-level thinking. It supports student choice and encourages students to take responsibility for their learning by having at least one section that is open-ended.	
<b>Usability</b>	The lesson seems incomplete or sketchy. The teacher's role is often unclear. Teacher would need to do significant work to actually use the lesson.	The lesson procedure is nearly complete, but lacks depth. It does not offer strategies for adaptations to students with special needs or learning style preferences. Teacher may need to seek out resources for the lesson.	The lesson procedure and resources are complete and in depth, but lacks details in adapting for students with special needs or learning style preferences. It does not acknowledge potential challenges in implementing the lesson.	The lesson procedure and resources are complete, deep, and adaptable. It offers extensions for more motivated learners <b>and/or</b> adaptations for students with special needs <b>or</b> learning style preferences. It identifies potential challenges inherent to the lesson and suggests alternative instructional strategies.	
<b>Organization and presentation</b>	Lesson plan is unorganized and not presented in a neat manner.	Lesson plan is organized, but not professionally presented.	Lesson plan is organized and neatly presented.	Complete package presented in well organized and professional fashion.	/36

\* Adapted from:

<http://www.k12.hi.us/~paia/int/rubtem.html>

[http://home.sandiego.edu/~jjulius/lp\\_eval\\_rubric.htm](http://home.sandiego.edu/~jjulius/lp_eval_rubric.htm)