

Lesson Plan Assessments Rubric

STANDARDS				
	0 <i>Not effective</i>	1 Beginning	2 Developing	3 <i>Preservice Effective</i>
Core Standard(s) UETS 4b;6a,e AAQEP 1.1.1	A content standard is listed, but it has not been selected from either the Utah Core Curriculum or from content-specific standards.	A single content standard is listed, but it may not be from the Utah Core Curriculum.	A grade-level content standard for the Utah Core Curriculum is listed.	An appropriate standard from the Utah Core Curriculum is listed.
Summative (unit) assessment UETS 5a AAQEP 1.1.2	No description of the content evaluated at the end of the unit is included.	The description of the content evaluated at the end of the unit is included, but unclear.	A brief description of the content evaluated at the end of the unit is included, but it may be incomplete.	A brief description of the content evaluated at the end of the unit is included.
Central Focus UETS 4b;6a,e AAQEP 1.1.2	The central focus is too specific to be developed over the course of a full learning segment, or it is too vague to make important connections with content standards and/or learning objectives.	The central focus lists facts and skills to be developed in a learning segment and are not closely aligned with content standards and/or learning objectives.	The central focus may only list facts and skills to be developed in a learning segment, or may not closely align with larger ideas in the content standards.	Essential understandings and core concepts to be developed throughout a scaffolded learning segment are clearly described. The central focus goes beyond a list of facts and skills, aligns with content standards and learning objectives, and addresses the subject-specific components in the learning segment.

INTENDED LEARNING OUTCOMES				
	0 <i>Not effective</i>	1 Beginning	2 Developing	3 <i>Preservice Effective</i>
Intended Learning Outcomes (ILOs) - Learning Objective/ Target/ Indicator UETS 4b;6a,e AAQEP 1.1.2	ILOs are not aligned with Utah Core standards. - Objectives/targets/indicators are not aligned with the chosen standards and are not stated as learning outcomes	ILOs are partially aligned with Utah Core standards. - Objectives/targets/indicators are unclear and stated as activities rather than learning outcomes or are formulated as lengthy descriptive paragraphs of what is happening in the classroom and do not use specific, active verbs. - Objectives/targets/indicators are not measureable, achievable, or doable.	ILOs are aligned with Utah Core standards. - Objectives/targets/indicators are stated as activities rather than learning outcomes or are not defined using active verbs - Objectives/targets/indicators are general rather than specific and difficult to quantify	ILOs are closely aligned with Utah Core standards. - Objectives/targets/indicators are clearly stated as learning outcomes and clearly defined, using active verbs from Bloom's revised taxonomy. -Objectives/targets/indicators are: <ul style="list-style-type: none"> • Specific • Measurable • Doable

ACADEMIC LANGUAGE				
	0 <i>Not effective</i>	1 Beginning	2 Developing	3 <i>Preservice Effective</i>
Academic Language				
- Language Function UETS 4e AAQEP 1.2.1.1	The function of language in communicating lesson content is not described for this lesson, or it does not reflect the lesson's intended learning outcomes.	The language focus for the lesson is not closely related to the lesson's learning outcomes, even though it does use active verbs.	The language function for the lesson is expressed using active verbs and is closely aligned with the intended learning outcomes.	The content and language focus of the learning task is represented by active verbs and closely aligned with the lesson's intended learning outcomes.
- Language Demand UETS 2e;3f;4e;7d,h AAQEP 1.2.1.1				
o Vocabulary	The target vocabulary chosen does not include new language necessary to understand the content of the lesson, nor does it review words and phrases previously introduced. - The target vocabulary chosen may be inaccurate or misspelled.	The target vocabulary introduced may not be closely related to key understandings of the concept covered in the lesson. It may fail to review important content words and phrases previously introduced.	The target vocabulary chosen introduces too many or too few new words or phrases for the developmental level of the students. -The target vocabulary reviews some important content words or phrases that may have been previously introduced.	The target vocabulary chosen is restricted to an appropriate number of new words or phrases necessary to convey the concepts and help students understand the content of the lesson. -Key content vocabulary introduced previously is revisited in new contexts.
o Syntax	The lesson plan identifies inaccurate conventions for the discipline.	Structures used for communicating content area understandings may not be closely related to the lesson's intended learning outcomes.	Discipline-specific conventions for organizing symbols, words, and phrases together into structures are identified in the lesson plan.	The lesson plan includes the purposeful introduction or practice of conventions appropriate to the discipline for organizing symbols, words, and phrases together into structures. -The syntax identified is crucial to communicating understanding of the lesson's intended learning outcomes.
o Discourse	The lesson plan does not outline learning activities designed to engage students in using appropriate vocabulary and syntax to communicate their understandings of lesson content in written or oral language.	Learning activities in the lesson do not provide students with substantial opportunities to use content vocabulary and syntax in written and spoken language related to the lesson's intended learning outcomes.	Key vocabulary and syntax in lesson activities are used in written and/or spoken language in ways that reflect their understanding of lesson content.	The introduction and practice of key vocabulary and syntax in lesson activities support comprehension and application of written and/or spoken language in the construction of knowledge related to the lesson content.
o Mathematical Precision (<i>secondary math only</i>)	The lesson plan does not include learning activities designed to establish the use of mathematical precision in language, computation, representation, or measurement.	The lesson plan includes activities designed to only superficially address the use of mathematical precision in language, computation, representation, or measurement.	The lesson plan includes minimal requirements that students' work attends to mathematical precision in language, computation, representation, or measurement.	The lesson plan includes explicit and purposeful requirements that students' work attends to mathematical precision in language, computation, representation, or measurement.

<p>- Language Support UETS 2e;3f;4e;7d,h AAQEP 1.2.1.1</p>	<p>Identified language demands are not purposefully supported in lesson activities.</p>	<p>The lesson activities provide a few opportunities for learners to practice identified language demands.</p>	<p>Lesson activities are intentionally designed to help students practice using identified language demands to support their understanding of lesson content.</p>	<p>The lesson activities include representations and scaffolded strategies that will be used to help learners apply the identified language demands in ways that will deepen content understanding.</p>
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ASSESSMENT OF STUDENT PROGRESS				
	0 <i>Not effective</i>	1 <i>Beginning</i>	2 <i>Developing</i>	3 <i>Preservice Effective</i>
<p>Pre-assessment UETS 5a AAQEP 1.3.1</p>	<p>Pre-assessment is not related to the lesson content or ILOs. It is not used to guide instruction.</p>	<p>Pre-assessment does not transition from prior learning or is very loosely related to the lesson content and/or ILOs. It may not serve any instructional purpose. It is not appropriate for the varied needs of many of the students in the class.</p>	<p>Pre-assessment alludes to prior learning but does not connect to it. It is somewhat related to the lesson content and/or ILOs and serves an instructional purpose. It might not be appropriate for the varied needs of the students.</p>	<p>Pre-assessment transitions from prior learning experiences and is closely related to the lesson content and ILOs. It serves a clear instructional purpose. The assessment is appropriate for the varied needs of all students.</p>
<p>Formative assessment UETS 5a;7c AAQEP 1.3.1</p>	<p>Formative assessments are present but are unrelated to the ILOs and do not serve any instructional purpose. They may also be worded as activities, not as assessments.</p>	<p>Formative assessments are not clearly related to the lesson's ILOs, or they may not be embedded in the lesson's instructional procedures. - Formative assessments are not used multiple times in multiple modes throughout the instructional process, or they do not meet the needs of students.</p>	<p>Formative assessments may not be closely connected to the lesson's ILOs, or they may not be meaningfully embedded in the lesson's instructional procedures. - Formative assessments are not consistently used multiple times in multiple modes throughout the instructional process, or they may not intentionally meet the needs of all students.</p>	<p>Formative assessments are aligned with and measure the lesson's ILOs and are embedded in the lesson's instructional procedures. -Formative assessments are used multiple times in multiple modes throughout the instructional process, and are varied in order to meet the needs of all students. -Assessments may include options for student choices in demonstrating achievement. - Students are involved in formative self-assessment opportunities.</p>
<p>Final Formative assessment UETS 5a;7c</p>	<p>A culminating lesson assessment is not aligned with lesson ILOs. Assessment goals are not described, and there are no provisions for sharing these criteria with students prior to evaluation. Assessment prompts are unclear, and they are not differentiated to meet the varied needs of students.</p>	<p>A culminating lesson assessment is only marginally aligned with lesson ILOs. Criteria for mastery are not clearly described, and there are no provisions for sharing these criteria with students prior to evaluation. Assessment prompts or instructions are not clearly explained, nor are they differentiated to meet the varied needs of students.</p>	<p>A culminating lesson assessment is connected to lesson ILOs. Criteria for mastery may not be clearly described, and details about how these criteria are shared with students prior to evaluation are unclear. Assessment prompts are not explained, and may not be differentiated to meet the varied needs of students. - The final formative assessment does not include options for student choice in demonstrating achievement. -Students are not involved in creating the assessment and/or a list of criteria for mastery.</p>	<p>A culminating lesson assessment is closely aligned with lesson ILOs. Clear criteria for mastery are described, and details about how these criteria are shared with students prior to evaluation are also included. Assessment prompts are clearly explained, and are differentiated to meet the varied needs of students. - The final formative assessment includes options for student choice in demonstrating achievement. -Students are involved in creating the assessment and/or a list of criteria for mastery.</p>

PREPARATION				
	0 <i>Not effective</i>	1 Beginning	2 Developing	3 <i>Preservice Effective</i>
Students' prior knowledge, skills, and assets	Plans do not consider students' pertinent prior knowledge, skills, and/or assets.	Plans only superficially outline how students' prior knowledge, skills, and/or other assets are used in the lesson, but they may not be pertinent to the lesson objectives.	Plans outline how students' prior knowledge, skills, and/or other assets may influence planning for lesson's learning strategies and activities.	Plans describe how students' prior knowledge, skills, and other assets are incorporated throughout the lesson's learning strategies and activities.
Student preparation (if applicable)	Planned student preparation (prior to lesson) is included, but completely unrelated to the lesson's content. If no student preparation is included , no rationale for its absence is provided.	Planned student preparation is present but not closely related to the lesson's ILOs of the lesson, and are not useful in helping students access lesson objectives. If no student preparation is included , a rationale for its absence is provided, but it is not clearly instruction-driven.	Planned student preparation is related to the lesson's ILOs, but is not particularly useful in helping build student schema for the content, nor are they particularly useful in helping students access lesson objectives. If no student preparation is included , an instruction-driven rationale for its absence is provided.	Planned student preparation is relevant to the ILOs of the lesson and is beneficial for building student schema for upcoming content and is essential for helping students access lesson objectives. If no student preparation is included , a convincing instruction-driven rationale for its absence is provided.
Teacher preparation UETS 6c	Few or no materials used in the lesson are listed in the lesson plan. Copies of lesson resources are not included with the lesson plan or are not described if a copy is not included. - Copyright information is not included if resources are not the lesson author's original work. -Links provided to materials located on the web are broken or lead to disabled sites. -Lesson materials are not included in multiple formats, even if needed to meet the needs of students.	All materials used in the lesson are listed in the lesson plan. Copies of most lesson resources are included with the lesson plan if they are print-based, but are not described if a copy is not included. - Copyright information is not included if resources are not the lesson author's original work. -Links provided to materials located on the web are broken or lead to disabled sites. -Lesson materials are not included in multiple formats, even if needed to meet the needs of students.	All materials used in the lesson are listed in the lesson plan. Copies of lesson resources are included with the lesson plan if they are print-based, or are briefly described if a copy is not included. - Copyright information is included if resources are not the lesson author's original work. -Links are provided to materials located on the web. -Lesson materials are not included in multiple formats, and may not meet the needs of all students.	All materials used in the lesson are listed in the lesson plan. Copies of lesson resources are included with the lesson plan if they are print-based, or are described in detail if a copy is not included. - Copyright information is included if resources are not the lesson author's original work. -Accurate and active links are provided to materials located on the web. -Lesson materials are included with the lesson plan in multiple formats if appropriate for differentiating and meeting the needs of all students.
Technology Integration (as applicable)	If technology is used , it supports no clear instructional purpose, nor does it align with the instructional approach(es) used	If technology is used , it does not support learning for most students, nor does it align with the instructional approach(es) used in the lesson.	If technology is used , it supports learning for most students and the instructional approach(es) used in the lesson.	If technology is used , it supports learning for all students, and enhances the instructional approach(es) used in the lesson. - Students are actively involved in the use of

	<p>in the lesson.</p> <ul style="list-style-type: none"> - Students are not clearly focused or engaged in the use of any technology-enhanced learning activities. - Access to technology is used as a time-filling tool. <p>If technology is not used, no rationale for its absence is provided.</p>	<ul style="list-style-type: none"> - Students are only passively involved in the use of any technology-enhanced learning activities, but only as consumers. --Access to technology for fast finishers is restricted to high achieving students only. <p>If technology is not used, a rationale for its absence is provided, but it is not clearly instruction-driven.</p>	<ul style="list-style-type: none"> - Students are actively involved in the use of any technology-enhanced learning activities, but only as consumers. - Equitable access to technology is consistent. <p>If technology is not used, an instruction-driven rationale for its absence is provided.</p>	<p>any technology-enhanced learning activities, as both consumers and producers.</p> <ul style="list-style-type: none"> -Access to technology for fast finishers is not restricted to high achieving students only <p>If technology is not used, a convincing instruction-driven rationale for its absence is provided.</p>
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ADDRESSING LEARNERS' NEEDS

	0 <i>Not effective</i>	1 Beginning	2 Developing	3 <i>Preservice Effective</i>
<p>Differentiation/ Individualization UETS 1a;2a,b,c,e;6c;7a,b AAQEP 1.2.1.2; 1.2.2</p>	<p>Learning activities are not suitable to students' general age and prior learning. Individual students' varied levels of physical cognitive, and language development are not considered in the lesson design.</p> <ul style="list-style-type: none"> - The learning activities are unsuitable for moving <i>all</i> students toward achieving lesson ILOs. Plans do not outline any ways to differentiate content, process, products, or the learning environment. - Lesson does not incorporate learning experiences that address diverse learning styles and cultural backgrounds. 	<p>Learning activities are suitable to students' general age and prior learning, but are not differentiated for any individual student's varied level of physical cognitive, and language development.</p> <ul style="list-style-type: none"> - Learning activities do not effectively move students toward achieving lesson ILOs because they may be developmentally inappropriate, or because they do not include plans to differentiate content, process, products, or the learning environment to meet the needs of individuals or groups of students. - Lesson uses activities to address diverse learning styles and cultural backgrounds that are superficial or that reinforce stereotypes. 	<p>Learning activities are suitable to students' general age and prior learning, and may be differentiated to address individual students' varied levels of physical, cognitive, and language development as well as students' interests, readiness.</p> <ul style="list-style-type: none"> - All learning activities and related differentiation are designed to move students toward achieving lesson ILOs in developmentally appropriate ways, but they may be unreasonable in terms of resources and time. - The lesson attempts to address individual students' learning needs by using instructional resources that isolate students from group activities. - Lesson may include some strategies that may partially address diverse learning styles and cultural backgrounds. 	<p>Learning activities are designed to take full advantage of students' general age, abilities, and prior learning.</p> <ul style="list-style-type: none"> - Lesson strategies and activities are differentiated to address individual students' varied levels of physical, cognitive, and language development as well as students' interests, readiness, and cultural background. - All learning activities and related differentiation move students toward achieving lesson ILOs in developmentally appropriate ways. - Planned differentiation (content, process, products, learning environment) uses a variety of available resources to provide for the learning needs of individuals and/or specific subgroups present in the classroom. - Lesson explicitly and purposefully incorporates strategies that take advantage of students' diverse personal and cultural assets and learning preferences.
<p>Support for English Language Learners (ELLs) AAQEP 1.2.1.2</p>	<p>Lesson plan does not include a description of any supports for students at varied levels of English language development.</p>	<p>Lesson strategies and activities do not include intentional or specific supports for students at varied levels of English language development to include English</p>	<p>Lesson strategies and activities include specific supports for students at varied levels of English language development to fully include English</p>	<p>Lesson strategies and activities include specific supports for students at varied levels of English language development to fully include English Language Learners into all lesson activities and</p>

		Language Learners into all lesson activities and/or increase their academic language proficiency.	Language Learners into all lesson activities and/or increase their academic language proficiency.	increase their academic language proficiency.
Accommodations / Modifications for IEPs/504s AAQEP 1.2.1.2	The lesson's planned accommodations do not describe the changes to instructional procedures that will help a specific student in the class overcome or work around a particular learning challenge or disability toward the lesson ILOs. If no accommodations are planned, the rationale for their absence does not address the connection to instruction	The lesson's planned accommodations do not clearly describe the changes to instructional procedures that will help a specific student in the class overcome or work around a particular learning challenge or disability toward the lesson ILOs. If no accommodations are planned, a rationale for their absence is provided but it is not grounded in the instructional procedures or activities.	The lesson's planned accommodations describe the changes to instructional procedures that will help a specific student in the class overcome or work around a particular learning challenge or disability toward the lesson ILOs. If no accommodations are planned, an instruction-driven rationale for their absence is provided.	The lesson's planned accommodations clearly describe the physical, pedagogical, and/or environmental changes to instructional procedures that will help a specific student in the class overcome or work around a particular learning challenge or disability toward the lesson ILOs, as recommended by her/his <i>formal educational plan</i> . If no accommodations are provided, an instruction-driven rationale for their absence clearly related to the ILOs is provided.

INSTRUCTIONAL PROCEDURES				
	0 <i>Not effective</i>	1 <i>Beginning</i>	2 <i>Developing</i>	3 <i>Preservice Effective</i>
Alignment with ILOs AAQEP 1.1.2	Instructional procedures are not related to lesson ILOs.	Some instructional procedures are superficially related to lesson ILOs but do not support student learning of essential lesson content.	All instructional procedures are related to lesson ILOs but they do not help develop student understanding in depth.	All instructional procedures meaningfully and thoroughly address lesson ILOs in depth and they help develop student understanding in depth.
Accurate content AAQEP 1.1.1	The content presented in the lesson is inaccurate, meaningless, or is not connected to the lesson ILOs. The inaccurate information interferes with students' basic understanding of underlying content.	Content presented in the lesson contains significant inaccuracies, or it is not clearly connected to the lesson ILOs. Students may begin to develop understanding of content but inaccuracies interfere with students' understanding of the big ideas underlying lesson content.	Content presented in the lesson is generally accurate and clearly connected to the lesson ILOs, but it may not be useful in understanding the big ideas underlying lesson content. Minor inaccuracies do not affect student understanding of important ideas.	All content presented in the lesson is accurate, clearly connected to the lesson ILOs, and useful in understanding the big ideas underlying lesson content.
Sequence	Instruction does not follow a logical sequence. The lesson procedures are haphazard and ill planned. They may actually interfere in students' progress toward achieving the lesson's ILOs - The lesson sequence does not include assessment	Instruction does not follow a logical sequence throughout the lesson. The lesson procedures do little to scaffold students toward achieving the lesson's ILOs. - The lesson sequence does not embed assessment opportunities and/or notations for differentiation. Transitions are too abrupt.	Instruction follows a logical sequence and moves students toward achieving the lesson's ILOs. - The lesson sequence occasionally includes embedded assessment opportunities and notations for differentiation. - Transitions between activities are present but may catch students off	Instruction follows a logical sequence, including student preparation activities - The sequence of activities purposefully scaffolds students toward achieving the lesson's ILOs. - The lesson sequence includes embedded assessment opportunities and notations for differentiation throughout the lesson. - Transitions between activities are smooth

	opportunities or notations for differentiation throughout the lesson. Transitions are missing.		guard or disrupt the flow in the sequence.	
Variety	Instructional approaches, learning strategies, and lesson activities are not varied within the lesson. - The lesson uses only familiar procedures and resources whether or not they are appropriate for the lesson content and lesson ILOs. - Students are not encouraged to discuss lesson content among themselves.	Instructional approaches, learning strategies, and lesson activities are varied very little within the lesson. - The lesson primarily uses a set of familiar, rote strategies and resources (e.g. worksheets, lecture, direct instruction). - The lesson relies exclusively on student-teacher interactions and discussion patterns. - Varied activities included in the instructional design may be engaging, but make no clear contribution to student progress toward ILOs.	Instructional approaches, learning strategies, and lesson activities are varied in order to engage all students in learning. - The lesson may rely heavily on student-teacher interactions and discussion patterns. - The various instructional approaches, strategies and resources included in the instructional design are appropriate and make some contribution to student progress toward ILOs.	Instructional approaches, learning strategies, and lesson activities are varied in order to actively engage all students in learning. - The lesson incorporates a variety of learning interactions and discussion patterns (student-teacher; student-student; student-students). - The various instructional approaches, strategies and resources included in the instructional design are appropriate and make a clear contribution to student progress toward ILOs.