



**University of the Virgin Islands
 School of Education
 Bachelor of Arts in Education
 Spring 2016**

Inclusive Early Childhood Education

Lesson Plan Rubric

Spring 2015; STT 3

Lesson Plan Elements	Unacceptable 1	Beginning 2	Developing 3	Target 4
Instructional Objectives	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. 33.33%	Instructional objective is stated and descriptive of learning outcomes that are measurable, observable, and student oriented, but does not include condition and criterion. 33.33%	Instructional objectives are clearly stated and descriptive of learning outcomes that are measurable, observable, and student oriented; includes condition, behavior and criterion. 33.33%
Content Knowledge (NAEYC 5 a, b, c)	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. 100%
Lesson Introduction	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

			33%	development of the lesson. 67%
Lesson Development (NAEYC 5b)	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. 100%	Lesson is adequately and sequentially developed building from simple to complex with opportunities for guided and independent practice.
Instructional Strategies (NAEYC 4 b, c, 5 c)	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 no evidence of differentiation. 33%	Instructional strategies are appropriate for learning outcome (s). They are meaningful, varied, and differentiated. 67%
Questioning Strategies (NAEYC 4 b, c)	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. 100%	Uses a variety of effective questioning techniques that promote critical thinking and problem solving.
Technology Used (NAEYC 4 b, 6 c)	Selection and application of technology is inappropriate or non-existent.	Some selections and applications of technology are not appropriate for the 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.

		environment. Technologies selected do not enhance learning.		100%
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Lesson Plan Elements	Unacceptable 1	Beginning 2	Developing 3	Target 4
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. 100%
Closure	Closure session is absent from plan.	Closure is evident and summarizes and solidifies few main points of the lesson. 33.33%	Closure is evident and summarizes and solidifies some main points of the lesson 33.33%	Closure is evident and summarizes and solidifies the main points of the lesson. 33.33%
Assessment (NAEYC 3 a, b, c)	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. 100%	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.