

## Rubric for Lesson Plan Evaluation

Lesson Plan Component	Excellent (3 points)	Satisfactory (2 point)	Needs Improvement (1 points)
Alignment with State Standards	Benchmarks are stated and appropriate. Benchmarks have guided the development of the tasks, lesson procedures, and assessment.	Benchmarks are stated. Benchmarks have guided the development of tasks.	No benchmarks are stated or the standards have not guided the development of the tasks.
Alignment with Frameworks for K-12 Gifted Learners	Goal(s) and Objective(s) are stated and appropriate. Objectives and Trait(s) are specified and guide the development of the task, lesson procedures, and assessment.	Objectives or Traits are stated. Objectives or traits guide the development of the tasks for students.	No specific Trait is identified. Objectives are unclear or do not align with the objectives for the lesson or are heavily concerned with details and facts.
Objectives of the Lesson	Plan provides a clear and realistic list of what students will be able to do at the end of the lesson. Lesson objectives align with standards and further elaborate them in terms of expected student behavior. Objectives are aligned to standards and on incorporating concepts, principles, and cognitive skills within the field of study.	Plan provides a list of objectives, but some are unclear or not realistic given the content of the lesson. Objectives do not sufficiently address the given benchmarks. Objectives focus on student learning and skills.	No objectives are given or the listed objectives are not clear or realistic and do not align with the specified benchmarks.
Materials and Resources	All needed materials are listed. Information about quantity and type is give when necessary (e.g., One 30 cm ruler per student). Necessary files (e.g., worksheets) are attached in electronic form. Any required websites are active and appropriate.	Materials are listed, but the plan may be missing details about quantity and type of some materials. If a file is not attached, the lesson provides enough information for the teacher to create the omitted document.	Necessary items for lesson implementation are not on the list. Details are omitted and difficult to find in the body of the lesson.
Task (Weighted double)	Tasks are based on correct and engaging concepts and relate directly to the specified standards/benchmarks and objectives of the lesson. Worthwhile tasks engage students in reasoning and reflection: students analyze, synthesize, or evaluate information, creating their own position/product/ concept. Tasks engage students in application of previously learned material and require students to make connections between multiple representations. Tasks promote students' conceptual understanding of the topics and disposition related to the topic. Tasks provide students authentic learning experiences through solving non-routine problems and prepare them for life beyond school.	Tasks are based on correct and engaging concepts and somewhat relate to the specified standards/benchmarks and objectives of the lesson. Tasks require students to investigate routine problems with multiple steps. Tasks engage students in application of previously learned material. Students use multiple representations, but are not required to make connections among them.	Tasks loosely relate to the specified standards/benchmarks or objectives of the lesson. Tasks are limited to require practice. Completing the tasks relies heavily on the recall and identification of previously learned material. There is little intrinsic motivation for students to accomplish the tasks.

Lesson Procedures	Procedures are clear and detailed, including amount of time allocated for each activity, key questions to be asked to the students, and suggested ways to monitor student learning. Activities/assignments for meeting the needs of gifted learners are clear, with adjustments to content, process, product.	Instructions contain all steps necessary to complete the activity, but more details would be helpful. Includes open ended activities. To allow for differing needs.	Major lesson activities are not described.
Classroom discourse	Lesson plan suggests the role of the teacher is to be asking challenging questions to the students, listening to students' ideas, monitoring student learning, and facilitating communication among students. Lesson plan suggests the role of the students to be communicating with each other and with the teacher based on big ideas, sharing ideas, working cooperatively, and justifying their thinking in a respected environment.	Lesson plan suggests the role of the teacher is to be asking questions to the students, providing the core elements of the task to the students, and be the source of knowledge. Lesson plan suggests the role of the students are to be listening to the teacher's ideas, answering the teacher's questions, and following the procedures in a respected environment.	There is not enough guidance in lesson plan to identify the role of the teacher and the role of the students in the actual implementation of it.
Equity	Different learner types are well addressed in the lesson plan to achieve full participation. The lesson plan includes instruction and student activities that address multiple learning styles and multiple ways for students to provide evidence of understanding.	The lesson plan provides guidance to the teacher to have the majority of the students to participate in the lesson.	There is no guidance provided to the teacher to address students with different learning styles and/or students from different cultural backgrounds.
Assessment	Assessments are related to the specified benchmarks and objectives of the lesson. Assessment strategies are described in detail to gather evidence of student learning and to modify the lesson to meet the needs of all students. Assessment tools, such as a rubric, are provided. Assessment is intended to monitor student growth, provide feedback, or differentiate content or instruction.	Assessments are related to the specified benchmarks and objectives of the lesson. Assessment ideas are included, but they are vague. Assessment may drive further instructional needs.	Assessment is missing or references paper and pencil instruments.

Acknowledgement: The following resources were used in the development of this rubric:

1. <http://www.kbs.msu.edu/k12/insider/documents/RubricforLessonPlanEvaluation.doc>
2. 1991 National Council of Teachers of Mathematics Professional Standards
3. NAGC Rubric for Rating Outstanding Curriculum Material – Revised