

Lane College Department of Education

Lesson Plan Rubric

Introduction

The purpose of this rubric is to assess candidates' evolving skills in understanding learner development and differences, demonstrating and applying content knowledge, and planning for assessment and instruction. CAEP and InTASC standards guided the development of this rubric.

The rubric is primarily used by the faculty who teach methodology and field experience courses and college supervisors who evaluate student teaching. Portions of the lesson plan are introduced at designated stages in the programs, culminating in successful completion of the entire plan. Candidates are expected to achieve at the “target” level of performance at each point of evaluation.

Data from these rubrics are both aggregated and disaggregated by program and used biannually for two purposes:

- To discuss and evaluate candidates' strengths and needs in planning for instruction.
- To use the findings of this evaluation in the examination and adaptation of program curricula to improve areas of candidate need.

**Lane College Department of Education
Lesson Plan Rubric**

Teacher Candidate: _____ Date: _____

Subject and Lesson Topic: _____

Category	Unacceptable	Revisions Needed	Target
CENTRAL FOCUS – Candidate provides an accurate description of the purpose of the instruction of the learning segment. CAEP 1.1, InTASC 4	Candidate provides an inaccurate description of the purpose of the instruction of the learning segment.	Candidate provides a description of the purpose of the instruction for only part of the learning segment.	Candidate provides an accurate description of the purpose of the instruction of the learning segment.
USING PRIOR KNOWLEDGE– Candidate justifies why learning tasks are appropriate using examples of students’ prior academic learning. CAEP 1.1, InTASC 1	Candidate does not justify why learning tasks are appropriate using examples of students’ prior academic learning.	Candidate justifies learning tasks with limited attention to students’ prior academic learning.	Candidate justifies why learning tasks are appropriate using examples of students’ prior academic learning.
USING STUDENT ASSETS – Candidate justifies learning tasks using students’ personal, cultural, or community assets. CAEP 1.1, InTASC 2	Candidate does not justify why learning tasks are appropriate using examples of students’ personal, cultural, or community assets.	Candidate justifies learning tasks with limited attention to students’ personal, cultural, or community assets.	Candidate justifies why learning tasks are appropriate using examples of students’ personal, cultural, or community assets.
CURRICULUM STANDARD(S) - Candidate includes standard(s) aligned to the central focus and learning objectives. CAEP 1.4, InTASC 7	Candidate includes standards which are not aligned to the central focus AND learning objectives.	Candidate includes standards which are not aligned to the central focus OR learning objectives.	Candidate includes standards which are aligned to the central focus AND learning objectives.
OBJECTIVE(S) – Candidate’s objectives are measurable AND describe what students will be able to do by the end of the lesson. CAEP 1.1, InTASC 7	Candidate’s objectives are not measurable AND do not describe what students will be able to do by the end of the lesson.	Candidate’s objectives are not measurable OR objectives do not describe what students will be able to do by the end of the lesson.	Candidate’s objectives are measurable AND describe what students will be able to do by the end of the lesson.

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<p>ASSESSMENT – Candidate uses formal and/or informal assessment tools that will provide evidence to monitor students’ progress toward meeting the objectives. If applicable, candidate modifies assessments to allow students with specific needs to demonstrate their learning. CAEP 1.2, InTASC 6</p>	<p>Candidate’s use (or absence) of formal and/or informal assessment tools do not provide evidence to monitor students’ progress toward meeting the objectives OR if applicable, candidate does not modify assessments to allow students with specific needs to demonstrate their learning.</p>	<p>Candidate uses formal and/or informal assessment tools that will provide limited evidence to monitor students’ progress toward meeting the objectives. If applicable, candidate modifies assessments to allow students with specific needs to demonstrate their learning.</p>	<p>Candidate uses formal and/or informal assessment tools that will provide evidence to monitor students’ progress toward meeting the objectives. If applicable, candidate modifies assessments to allow students with specific needs to demonstrate their learning.</p>
<p>LANGUAGE FUNCTION – Candidate chooses one language function that best describes the active learning in the lesson. CAEP 1.1, InTASC 4</p>	<p>Candidate does not identify a language function.</p>	<p>Candidate chooses a language function(s) that does not best describe or is misaligned with the active learning in the lesson.</p>	<p>Candidate chooses one language function that best describes the active learning in the lesson.</p>
<p>LANGUAGE FUNCTION INSTRUCTIONAL SUPPORT – Candidate provides supports to help learners understand and use the language function. CAEP 1.1, InTASC 7</p>	<p>Candidate does not provide supports for the language function.</p>	<p>Candidate provides supports that are misaligned to the language function.</p>	<p>Candidate provides supports to help learners understand and use the language function.</p>
<p>VOCABULARY – Candidate identifies key words and phrases students need to understand and/or use to be successful in the lesson. CAEP 1.1, InTASC 4</p>	<p>Candidate does not identify key words and phrases students need to understand and/or use to be successful in the lesson.</p>	<p>Candidate identifies trivial words and phrases that are not required for success in the lesson.</p>	<p>Candidate identifies key words and phrases students need to understand and/or use to be successful in the lesson.</p>
<p>VOCABULARY INSTRUCTIONAL SUPPORT – Candidate provides supports to help learners understand and use key words and phrases to be successful in the lesson. CAEP 1.1, InTASC 7</p>	<p>Candidate does not provide supports to help learners understand and/or use key words and phrases to be successful in the lesson.</p>	<p>Candidate provides supports that do not help learners understand and use key words and phrases to be successful in the lesson.</p>	<p>Candidate provides supports to help learners understand and use key words and phrases to be successful in the lesson.</p>

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<p>SYNTAX AND/OR DISCOURSE – Candidate identifies syntax and/or discourse students need to understand and/or use to be successful in the lesson. CAEP 1.1, InTASC 4</p>	<p>Candidate does not identify syntax and/or discourse students need to understand and/or use to be successful in the lesson</p>	<p>Candidate’s identification of syntax and/or discourse does not represent what students need to understand and/or be able to use to be successful in the lesson.</p>	<p>Candidate identifies syntax and/or discourse students need to understand and/or use to be successful in the lesson.</p>
<p>SYNTAX AND/OR DISCOURSE INSTRUCTIONAL SUPPORT – Candidate provides supports to help learners understand and/or use syntax and/or discourse to be successful in the lesson. CAEP 1.1, InTASC 7</p>	<p>Candidate does not provide supports to help learners understand and/or use syntax and/or discourse to be successful in the lesson.</p>	<p>Candidate’s supports for syntax and/or discourse do not help students understand and/or use the language demand.</p>	<p>Candidate provides supports to help learners understand and/or use syntax and/or discourse to be successful in the lesson.</p>
<p>ANTICIPATORY SET - Candidate’s anticipatory set provides a purpose for learning that makes a clear bridge to the objectives of the lesson. CAEP 1.1, InTASC 7</p>	<p>Candidate’s anticipatory set does not provide a purpose for learning that makes a clear bridge to the objectives of the lesson.</p>	<p>Candidate’s anticipatory set attempts to provide a purpose for learning, making a vague connection to the objectives of the lesson.</p>	<p>Candidate’s anticipatory set provides a purpose for learning that makes a clear bridge to the objectives of the lesson.</p>
<p>ACTIVATES OR BUILDS KNOWLEDGE - Candidate describes how students’ prior knowledge is activated or how background knowledge is built. CAEP 1.1, InTASC 4</p>	<p>Candidate does not describe how students’ prior knowledge is activated or how background knowledge is built.</p>	<p>Candidate describes limited opportunity for activating students’ prior knowledge or for building background knowledge.</p>	<p>Candidate describes how students’ prior knowledge is activated or how background knowledge is built.</p>
<p>PROCEDURE – Candidate’s procedure scaffolds learning through sequentially appropriate instruction. CAEP 1.1, InTASC 7</p>	<p>Candidate’s procedure does not scaffold learning through sequentially appropriate instruction.</p>	<p>Candidate’s procedures include limited scaffolding through sequentially appropriate instruction.</p>	<p>Candidate’s procedure scaffolds learning through sequentially appropriate instruction.</p>
<p>TEACHING STRATEGIES – Candidate utilizes a variety of teaching strategies to meet the needs of diverse learners. CAEP 1.1, InTASC 7</p>	<p>Candidate does not utilize teaching strategies to meet the needs of diverse learners.</p>	<p>Candidate utilizes a teaching strategy(ies) to meet the needs of learners.</p>	<p>Candidate utilizes a variety of teaching strategies to meet the needs of diverse learners.</p>

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<p>INSTRUCTIONAL SUPPORTS – Candidate plans instructional supports that assist students to meet the objectives of the lesson. CAEP 1.1, InTASC 7</p>	<p>Candidate does not provide supports to assist the students to meet the objectives of the lesson.</p>	<p>Candidate plans instructional supports that do not assist student to meet the objectives of the lesson.</p>	<p>Candidate plans instructional supports that assist students to meet the objectives of the lesson.</p>
<p>CONTENT KNOWLEDGE – Candidate’s plan includes accurate content throughout the lesson. CAEP 1.1, InTASC 4</p>	<p>Candidate’s plan includes significant inaccuracies in content.</p>	<p>Candidate’s plan includes minor inaccuracies in content.</p>	<p>Candidate’s plan includes accurate content throughout the lesson.</p>
<p>DEVELOPMENTALLY APPROPRIATE PRACTICE – Candidate’s plan is developmentally appropriate for the age and stage of the students. CAEP 1.1, InTASC 1</p>	<p>Candidate’s plan is not developmentally appropriate for the age and stage of the students.</p>	<p>Candidate’s plan is developmentally appropriate for the age OR stage of the students.</p>	<p>Candidate’s plan is developmentally appropriate for the age AND stage of the students.</p>
<p>QUESTIONING – Candidate plans a variety of questions to advance student thinking. CAEP 1.1, InTASC 5</p>	<p>Candidate does not plan for questions.</p>	<p>Candidate plans surface level questions that do not advance student thinking.</p>	<p>Candidate plans questions to advance student thinking.</p>
<p>ACCOMMODATIONS/MODIFICATIONS – Candidate designs appropriate accommodations/modifications to meet the varied needs of learners. CAEP 1.4, InTASC 1</p>	<p>Candidate does not design accommodations/modifications to meet the needs of learners.</p>	<p>Candidate designs accommodations/modifications that do not meet the needs of learners.</p>	<p>Candidate designs appropriate accommodations/modifications to meet the varied needs of learners.</p>
<p>CLOSURE - Candidate plans a wrap up of the lesson to reinforce understanding to help students organize the information into a meaningful context. CAEP 1.1, InTASC 7</p>	<p>Candidate does not plan a wrap up of the lesson that reinforces students’ understanding.</p>	<p>Candidate’s planned wrap up provides minimal opportunity to reinforce students’ understanding.</p>	<p>Candidate plans a wrap up of the lesson to reinforce understanding to help students organize the information into a meaningful context.</p>