Name	Level I (UIS) Lesson Plan Grading Rubric
Description	This grading rubric is used to evaluate student-developed lesson plans in Level I (UIS) Teacher Education courses. The rubric allows the professor to assess student understanding of an effective lesson's basic components as demonstrated in the lesson plan. The evaluation criteria are aligned with state and national standards as follows: Content Knowledge (CAEP 1.1, 1.2; InTASC 4,5,7, VDOE 1), Lesson Alignment (CAEP 1.2, 1.3; InTASC 5,7; VDOE 2), Student Engagement & Learning (CAEP InTASC 1, 2, 5, 8; VDOE 3), and Lesson Detail & Design (CAEP 1.3, 1.4; InTASC 7,10; VDOE 2).

Rubric Detail

Levels of Achievement

Criteria	Proficient	Competent	Novice
Content Knowledge **Weight 20.00%**	**100.00 %** The plan demonstrated accurate knowledge and skills for the subject and age group.	**75.00 %** Minor misalignments in knowledge and skills for the subject and age group.	**50.00 %** Knowledge and skills were inaccurate or not appropriate for the subject and age group.
Lesson Alignment **Weight 20.00%**	**100.00 %** Lesson content and activities were aligned to SOLs and learning objectives.	**75.00 %** Lesson content and activities were mostly aligned to SOLs and objectives.	**50.00 %** Lesson content and activities misaligned to SOLs and learning objectives.
Student Engagement **Weight 20.00%**	**100.00 %** The plan included instructional strategies for active learning, reinforcement of learning goals, and the use of technology.	**75.00 %** The plan was minimally-lacking in instructional strategies needed for proficiency.	**50.00 %** Selected strategies unlikely to engage students toward reinforcement of learning goals.
Lesson Detail & Design **Weight 20.00%**	**100.00 %** The plan was comprehensive and provided enough detail so that another teacher could easily follow the plan. Completed all components of the MH model as outlined in the template. The plan was neatly formatted and used excellent grammar, spelling, etc.	**75.00 %** Lesson components were minimally lacking (e.g., needed more detail, was wordy, omitted a minor component). Left professor with a few questions. There were 1 or 2 formatting or writing errors.	**50.00 %** The plan was missing components, was difficult to follow, and left the professor with many unanswered questions. The plan had multiple formatting or writing errors (3+).

Levels of Achievement

Criteria	Proficient	Competent	Novice
Alignment to Assignment Criteria **Weight 20.00%**	**100.00 %** The lesson related to the specific assignment components.	**75.00 %** The lesson had minor deficiencies as related to the specific assignment components.	**50.00 %** The lesson had major deficiencies as related to the specific assignment components.

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