

Name Level II (UED) Lesson Plan Grading Rubric

Description This grading rubric is used to evaluate student-developed lesson plans for students enrolled in Level II (UED courses). 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), Assessment (CAEP 1.1, 1.3; InTASC 1,2,6; VDOE 4), Classroom Management (CAEP 1.1; InTASC 1,2,3; VDOE 5), Lesson Detail & Design (CAEP 1.3, 1.4; InTASC 7,10; VDOE 2), and Reflection/Professional Growth (CAEP 1.4, InTASC 9, VDOE 6).

Rubric Detail

Criteria	Levels of Achievement		
	Proficient	Competent	Novice
Content Knowledge Weight 15.00%	100.00 % The plan demonstrated accurate knowledge and skills for the subject and age group. Required students to use higher-level thinking skills and apply content to real-world scenarios.	75.00 % Minor misalignments in knowledge and skills for the subject and age group. The plan missed opportunities for critical thinking or real-world applications but was overall satisfactory.	50.00 % Knowledge and skills were inaccurate or not appropriate for the subject and age group. The lesson focused on lower-level thinking skills.
Lesson Alignment Weight 15.00%	100.00 % Lesson content and activities were aligned to SOLs and learning objectives. Planned time realistically for lesson progression, pacing, and transitions to ensure content mastery.	75.00 % Lesson content and activities were mostly aligned to SOLs and objectives. The plan needs minor revisions to ensure content mastery.	50.00 % Lesson content and activities misaligned to SOLs and learning objectives. Gaps in instruction were evident.
Student Engagement Weight 15.00%	100.00 % The plan included instructional strategies for active learning, differentiated instruction, 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 or used too few instructional strategies.
Assessment Weight 15.00%	100.00 % The lesson addressed how the teacher will give constructive and frequent student feedback. Described the use of a formative or summative assessment that measures the stated learning outcomes.	75.00 % The lesson included an assessment and indicated how the teacher provided student feedback. The assessment(s) may not fully-measure the stated learning outcomes.	50.00 % The lesson lacked an assessment description or provided no indication of teacher feedback to students during the lesson. Or, the assessment does not align with the stated objective(s).

Levels of Achievement

Criteria	Proficient	Competent	Novice
Classroom Management Weight 15.00%	100.00 % The lesson included management strategies to ensure a positive learning environment - giving attention to students' movement, groupings, and diverse needs	75.00 % The lesson partially indicated how the teacher manages learners to ensure a positive learning environment —left the professor with a few questions.	50.00 % The plan provided no evidence of specific classroom management strategies. Expectations and procedures were unclear.
Lesson Detail & Design Weight 15.00%	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+).
Reflection & Professional Growth Weight 10.00%	100.00 % The lesson reflection provided clear insights into classroom issues and events related to the specific assignment components with evidence of synthesis of the experience into a plan of action, with implications for the future.	75.00 % The lesson reflection provided some insights into classroom issues, events, and personal growth. Made connections with implications for self or students but lacked a plan of action.	50.00 % The lesson reflection described neutral experiences without personal resonance or impact. The reflection was lacking in depth or scope.

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