

### Grading Rubric for Lesson Plans

Standard	Criterion	Performance Rating				
(ACEI, InTASC, or MSTAR)		Unacceptable 1	Emerging 2	Acceptable 3	Target 4	Score
<b>ACEI 3.1 Integrating and applying knowledge for instruction</b>	<b>Content Standard(s) (Learning Goal(s))</b>	No mention of content standard/s (Learning Goal(s))	Content standard/s are present not all are appropriate	Appropriate content standard/s selected and included.	Appropriate content standard/s selected and included and linked to assessment of the content standard(s) (Learning Goal/s)	
<b>ACEI 3.1 Integrating and applying knowledge for instruction</b>	<b>Learner Objectives</b>	Behavior, criteria, and/or conditions are unclear or missing, and/or No mention of lesson objective(s)	At least one behavior, criteria, and/or condition is clear and there is some mention of lesson objective(s)	Two of the three (behavior, criteria, and/or conditions) are apparent	Behavior, criteria, and conditions are clearly communicated and clearly and concisely written;	
<b>ACEI 3.4 Active Engagement in Learning</b>	<b>Initial Activity</b>	No mention of initial activity and/or the initial activity is not linked to the content standard	Initial activity is somewhat linked to the content standard	Initial activity is clearly and concisely stated and is related to the content standard	Initial activity is clearly and concisely stated and is related to the content standard and provides focus and direction for the lesson towards the content standard/s	
<b>ACEI 3.4 Active Engagement in Learning</b>	<b>Instructional Procedures</b>	Instructional procedures unclear; format is not followed; components missing; poorly written and poorly designed.	Some instructional procedures are clear; format is somewhat followed; some components are present, somewhat clearly written and designed	Instructional procedures clear; format followed and components are accurately implemented throughout the lesson plan.	Instructional procedures very clear; format is followed; all components are accurate and of high quality throughout the lesson plan. <b>Teacher and learner centered procedures are included</b>	
<b>ACEI 3.4 Active Engagement in Learning (to foster active engagement in learning and to create supportive learning environments)</b>	<b>Materials</b>	No reference to materials needed	Incomplete list of materials needed by students and/or teacher and some are erroneous	Incomplete list of materials needed by student and/or teacher	Complete list of materials needed by student and teacher	
<b>Comments</b>						

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<b>ACEI 4.0 Assessment for instruction</b> —Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction	<b>Assessment</b>	The behavior assessed is inconsistent with the behavior described in the objective and description of the lesson, there is no formal or informal assessment and there no link to the content standard/s	Some of the behavior assessed closely resembles the behavior described in the objective and description of the lesson. There are some informal or formal assessment strategies.	The behavior assessed closely resembles the behavior described in the objective and description of the lesson. There are formal and informal assessment strategies planned.	The behavior assessed exactly matches the behavior described in the objective and description of the lesson and is linked to the content standard/s. The formal and informal assessment strategies align with LGs and learning objectives.	
<b>ACEI 3.3 Development of critical thinking and problem solving</b>	<b>Enrichment/ Remediation</b>	No activities planned to achieve a higher level of critical thinking and/or to provide remediation	Few of the activities planned to achieve a higher level of critical thinking and/or to provide remediation are linked to content standard/s	Some of the activities planned to achieve a higher level of critical thinking and/or to provide remediation are linked to content standard/s	All of the activities planned to achieve a higher level of critical thinking and/or to provide remediation are linked to content standard/s	
<b>ACEI 3.2 Adaptation to diverse students</b>	<b>Accommodations and Adaptations for Diverse Learners</b>	Necessary accommodations are not anticipated or described; descriptions of lesson modifications such as enrichment activities are absent.	Some of the necessary accommodations are anticipated and described; descriptions of lesson adaptations are not all of adequate quality and match content, objectives, and standards.	Necessary accommodations are anticipated and described; descriptions of lesson adaptations are of adequate quality and match content, objectives, and standards.	All necessary accommodations are anticipated and fully described; descriptions of lesson modifications such as extra enrichment activities, skill work, tutoring or collaborative work are of superior quality and clearly match content, objectives, and standards.	
<b>ACEI 5.1 Professional growth, reflection, and evaluation</b>	<b>Reflection (provided after the lesson is taught)</b>	No reference to reflection is provided	Reflection is provided in only one of the following areas: How their teaching effected choices, actions, and encourages professional grow	Some reflection is provided in one or more of the following areas: How their teaching effected choices, actions, and encourages professional grow	Reflection is provided in all of the following areas: How their teaching effected choices, actions, and encourages student growth, professional grow, and teacher's growth.	