**School Year 109 FET Lesson Materials Design -** **Lesson Plan Rubric Draft**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **Unacceptable**  **1** | **Emerging**  **2** | **Acceptable**  **3** | **Target**  **4** |
| **1. Lesson Overview** | (i) | The description is very unclear. | There is a description that will allow other teachers to partially understand the content and purpose of the lesson. | There is a clear description that will allow other teachers to completely understand the content and purpose of the lesson. | There is a clear and concise description that will allow other teachers to quickly and completely understand the content and purpose of the lesson. |
| **2. Core Competencies** | (i) | The stated competencies do not relate to the lesson content. | The stated competencies have some relationships to the lesson content. | The stated competencies have sound relationships to the content, but other competency statements not included have stronger relationships to the content. | The stated competencies have strong relationships to the content, and no other competency statements would be stronger. |
| (ii) | Subject specific core competencies are not stated or they have unclear explanations. | Subject specific core competencies are stated and explanations partially show how students will demonstrate competencies during the lesson. | Subject specific core competencies are stated and explanations show how the students will demonstrate each competency during the lesson. | Subject specific core competencies are stated and clear detailed explanations are given to show how the students will demonstrate and develop each given competence during the lesson. |
| **3. Learning Focus** | (i) | The learning content and learning performance statements chosen from the curriculum guidelines do not relate to each other or the lesson objectives. | Some learning content and learning performance statements relate to each other and partially relate to the lesson objectives. However, too many statements have been chosen for the lesson to show a clear focus. | Most learning content and learning performance statements show a clear link and they soundly relate to the lesson objectives.  However, other statements not included relate more strongly. | There are clear links between the chosen learning content and learning performance statements. The statements clearly align with the lesson objectives giving a very clear focus for the lesson. |
| (ii) | The learning objectives are not observable or measurable. | The learning objectives are partially observable and measurable. | The learning objectives are soundly observable and measurable. | The learning objectives are observable and measurable and clearly align with the chosen learning performance statements. |
| **4. Special Accommodations** | (i) | Differentiation strategies are not stated. | Differentiation strategies are partially explained. | Differentiation strategies which will promote success for most students are soundly explained. | Differentiation strategies which will promote success for all students are clearly explained. |
| **5. Lesson Structure** | (i) | The lesson opening does not activate students’ interest nor connect with their prior knowledge. | The lesson opening somewhat activates student interest or connects with their prior knowledge. | The lesson opening soundly activates student interest and connects with their prior knowledge. | The lesson opening strongly activates student interest and connects with their prior knowledge. |
| (ii) | The teaching strategy is ineffective to introduce the target sentence pattern, vocabulary and related activities. | The teaching strategy is partially effective to introduce the target sentence pattern, vocabulary and related activities. | The teaching strategy is soundly effective to introduce the target sentence pattern, vocabulary and related activities. | The teaching strategy is highly effective to introduce the target sentence pattern, vocabulary and related activities. |
| (iii) | The students are not given opportunities to use the target sentence pattern(s) and vocabulary. | The students are given opportunities to use the target sentence pattern(s) and vocabulary. | The students are given meaningful opportunities to use the target sentence pattern(s) and vocabulary. | The students are given highly meaningful opportunities to use the target sentence pattern(s) and vocabulary. |
| (iiii) | Learning activities do not stimulate students’ thinking nor enhance cognitive abilities. | Learning activities somewhat stimulate students’ thinking nor enhance cognitive abilities. | Learning activities soundly stimulate students’ thinking and enhance cognitive abilities. | Learning activities strongly stimulate students’ thinking and significantly enhance cognitive abilities. |
| **6. Learning Assessment** | (i) | Formative assessment strategies are ineffective or not described in the lesson procedure. | Partially effective formative assessment strategies are described in the lesson procedure. | Effective formative assessment strategies are described in the lesson procedure. | Highly effective formative assessment strategies are clearly described in the lesson procedure and a succinct overview is given in the ‘learning assessment’ box at the end of the lesson plan. |
| (ii) | There is no summative assessment. | The summative assessment is ineffective to reinforce the learning and allow students to show that they have met the learning objectives. | Summative assessment strategies effectively reinforce the learning and allow students to show that they have met the learning objectives. | Summative assessment strategies very effectively reinforce the learning and allow students to show that they have met the learning objectives. |