

School Year 110 FET Lesson Materials Design - Lesson Plan Rubric

		<b>Unacceptable 1</b>	<b>Emerging 2</b>	<b>Acceptable 3</b>	<b>Target 4</b>
<b>1. Lesson Overview</b>	(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.
<b>2. Core Competencies</b>	(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.
<b>3. Learning Focus</b>	(i)	The learning content and learning performance statements chosen from the curriculum guidelines do not relate to each other or the	Some learning content and learning performance statements relate to each other and partially relate to the lesson objectives. However, too many	Most learning content and learning performance statements show a clear link and they soundly relate to the lesson objectives. However, other statements	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.

		lesson objectives.	statements have been chosen for the lesson to show a clear focus.	not included relate more strongly.	
	(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.
<b>4. Special Accommodations</b>	(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.
<b>5. Lesson Structure</b>	(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.
	(iii)	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.
<b>6. Learning Assessment</b>	(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 end of lesson assessment.	An end of lesson assessment is given, but is ineffective to reinforce the learning and doesn't allow students to show that they have met the learning objectives.	The end of lesson assessment strategy effectively reinforces the learning and allows students to show that they have met the learning objectives.	The end of lesson assessment strategy effectively reinforces the learning, allows students to show that they have met the learning objectives and allows the teacher to see which students may still need help.