

*Warner School of Education and Human Development—University of Rochester
Inclusion Program Lesson Plan Rubric*

Candidate _____ Date _____
 Subject Area _____ Grade Level _____
 Title of unit (of which this lesson is a part) _____
 Lesson Title _____

Part I - Lesson Plan Rubric

| Lesson Components | (1) Unacceptable/Insufficient | (2) Needs Improvement/Emerging | (3) Basic Proficiency | (4) Outstanding Performance | Score |
|---|---|---|--|--|--------------|
| 1. Content Area <i>Weight: 1 = 4</i> | Content area identified is not predominant in the lesson. No connections have been made to other content areas. | The predominant content area of the lesson has been identified. Connections have been made to other content areas; links are vague or confusing. | The predominant content area has been identified. Connections have been made to other content areas; links are described in broad, general terms. | The predominant content area has been identified. Connections have been made to other content areas; links are well articulated and detailed. | |
| 2. Purpose/Goals <i>(CEC 7)</i> <i>Weight: 2 = 8</i> | Candidate has described what students will learn from the lesson, but the explanation about why the goals are important, how they relate to other areas of study, and the “big idea” of the lesson are absent or not well articulated | Candidate has articulated lesson goals and described their importance. Goals are not related to other areas of study, or connections are unclear/confusing. Candidate has identified the “big idea,” but it is unclear how they will use it to engage students in meaningful learning, or help them to understand difficult ideas, or correct misinterpretations. | Candidate has articulated lesson goals and described their importance. Other areas of study briefly mentioned and there is a brief articulation of their relationship to the goals of the lesson. Candidate has identified the “big idea,” but does not fully articulate how the lesson will engage students in meaningful learning, help them to understand difficult ideas, or correct misconceptions. | Candidate has clearly explained lesson goals and described their importance. Goals articulated in relation to other areas of study. Candidate has explained how the “big idea” of the lesson will engage students in meaningful learning, help them to understand difficult ideas, and correct misconceptions. | |

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| <p>3. Objectives (CEC 2, 3, 7) Weight: 2 = 8</p> | <p>Objectives are missing, unclear, or unrelated to standards.</p> <p>Objectives are inappropriate for the intended grade level, and are not likely to be accomplished by most students in the time allotted.</p> <p>Goals/objectives from IEPs are not addressed.</p> | <p>Objectives are unclear.</p> <p>There is a weak relationship between the objectives and the learning standards; some are appropriate for the intended grade level.</p> <p>It is unlikely that objectives will be accomplished by students in the time allotted.</p> <p>Goals/objectives from IEPs are minimally addressed; it is unclear how lesson objectives are related to students' working toward accomplishing IEP goals/objectives.</p> | <p>Objectives are clear.</p> <p>There is some relationship between the objectives and the learning standards; most of the objectives are appropriate for the intended grade level.</p> <p>Objectives are likely to be accomplished by most of the students in the time allotted.</p> <p>Goals/objectives from IEPs are addressed; lesson objectives are related to students' working toward accomplishing IEP goals/objectives.</p> | <p>Objectives clearly describe how students will demonstrate what they have learned.</p> <p>There is a strong relationship between the objectives and the learning standards; all objectives and activities are appropriate for the intended grade level.</p> <p>Objectives are likely to be accomplished by almost all students in the time allotted.</p> <p>Goals/objectives from IEP are fully addressed; lesson objectives are clearly related to students' working toward accomplishing IEP goals/objectives.</p> | |
| <p>4. National and/or NYS Standards (CEC 7) Weight: 1 = 4</p> | <p>Specific national and/or State standards are not accurately presented or absent, and there is no mention of the ways they connect to the objectives of the lesson.</p> | <p>The national and/or NYS standards or performance indicators addressed in the lesson are mentioned in general terms.</p> <p>There is no explanation of the relationship between the standards and the objectives, or these connections have been written as a list.</p> | <p>The specific national and/or NYS standards or performance indicators addressed in the lesson are mentioned, but the explanation of their relationship to the objectives is not presented as a narrative.</p> | <p>The specific national and/or NYS standards or performance indicators to be addressed in the lesson are clearly identified, and their relationship to the objectives has been written as a narrative.</p> | |

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| <p>5. Assessment (CEC 8) <i>Weight: 3 = 12</i></p> | <p>The suggested assessment strategies are unrelated to objectives and/or standards of the lesson.</p> <p>Suggested assessment strategies are inappropriate, and are not adjusted / differentiated for varying learning styles and strengths.</p> | <p>Assessment methods and strategies are provided only for the conclusion of the lesson.</p> <p>Candidate provides minimal or unclear examples of “evidence” of student learning.</p> <p>Connections between formative and summative assessments are absent or unclear; no ideas provided about how the lesson assessments will inform instruction on an ongoing basis.</p> <p>Suggested assessment strategies are minimally appropriate, or are somewhat adjusted / differentiated for varying learning styles and strengths.</p> | <p>Assessment methods and strategies are provided throughout the lesson and are clearly articulated.</p> <p>Candidate provides several examples of “evidence” of student learning.</p> <p>Connections between the formative and summative assessments are made, but are vague or underdeveloped; some ideas provided about how the lesson assessments will inform instruction on an ongoing basis.</p> <p>Suggested assessment strategies are appropriate, but focus on a limited number of learning styles and strengths and do not meet the needs of all students.</p> | <p>Assessment methods and strategies are provided throughout the lesson and are clearly articulated.</p> <p>Candidate clearly explains what is considered “evidence” of learning.</p> <p>Connections between the formative and summative assessments are clearly articulated; ideas provided about how the lesson assessments will inform instruction on an ongoing basis.</p> <p>Suggested assessment strategies are differentiated to allow students to demonstrate their knowledge and skills according to their varying learning styles and strengths.</p> | |
| <p>6. Community Knowledge and Experience (CEC 2, 3) <i>Weight: 2 = 8</i></p> | <p>Strategies for the recognition and incorporation of students’ knowledge and experiences are absent or vague.</p> <p>Candidate does not indicate how all students, including English Language Learners and students with disability labels, will be fully included members of the learning community.</p> <p>It is clear that the candidate does not understand what it means to view oneself as a “member of the learning community” in the classroom.</p> | <p>Strategies for the recognition and incorporation of students’ knowledge and experiences in the lesson are described.</p> <p>Candidate plans for student participation, but it is not clear how the candidate will ensure that all students, including English Language Learners and students with disability labels, are fully included members of the learning community.</p> <p>It is not evident that the candidate understands what it means to be “a member of the learning community” in the classroom, and they are not able to talk about themselves as a learner in the classroom.</p> | <p>Strategies for the recognition and incorporation of students’ knowledge and experiences in the lesson are described.</p> <p>Candidate plans for student participation, and ensures that all students, including English Language Learners and students with disability labels, are included members of the learning community.</p> <p>It is evident that the candidate understands what it means to be “a member of the learning community” in the classroom, and s/he has described strategies/ideas for integrating their knowledge and experience into the lesson.</p> | <p>Strategies for the recognition and incorporation of students’ knowledge and experiences in the lesson are clearly articulated.</p> <p>The candidate ensures that all students, including English Language Learners and students with disability labels, are fully and meaningfully included members of the learning community.</p> <p>It is evident that the candidate understands what it means to be “a member of the learning community” in the classroom, and s/he has articulated the ways in which their knowledge and experience will be shared and included in the lesson.</p> | |

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| <p>7. Procedure (CEC 4, 7) <i>Weight: 3 = 12</i></p> | <p>Candidate's description of the progression of the lesson, including transitions, is unclear or confusing.</p> <p>Most of the activities described in the lesson are not likely to help students achieve the objectives of the lesson.</p> <p>Examples of strategies that the candidate will use to alter the lesson if it does not go as planned are absent or inappropriate.</p> | <p>Candidate describes all lesson activities, but the lesson progression, including transitions, is somewhat unclear.</p> <p>Some of the activities described in the lesson are not likely to help students achieve the objectives of the lesson.</p> <p>Examples of strategies that the candidate will use to alter the lesson if it does not go as planned are absent or not likely to be effective</p> | <p>Candidate describes all activities, and lesson progression, including transitions.</p> <p>The activities described in the lesson provide an explanation of how the students will achieve the objectives of the lesson.</p> <p>Candidate has provided a few examples of strategies that s/he will use to alter the lesson if it does not go as planned, some of which are not likely to be effective.</p> | <p>The candidate has clearly articulated how the lesson will begin and end, and how they will transition between major components of the lesson.</p> <p>The activities described in the lesson provide a clear explanation of how the students will achieve the objectives of the lesson.</p> <p>The candidate has provided good examples of strategies that s/he will use to alter the lesson if it does not go as planned.</p> | |
| <p>8. Differentiated Instruction (CEC 4, 6, 7) <i>Weight: 4 = 16</i></p> | <p>Activities and strategies do not address students' varying learning styles and strengths. Activities and strategies do not incorporate multiple means of representation, expression, or engagement that interest students, offer appropriate challenges, increase motivation, self-reliance, self-control, and self-esteem or enhance students' verbal, writing, and content area vocabulary skills.</p> <p>Adaptations, accommodations, and/or modifications not addressed for students with exceptionalities or ELLs. Accommodations and/or modifications indicated on IEPs are not incorporated into the lesson.</p> | <p>Activities and strategies minimally address students' varying learning styles and strengths. Activities and strategies incorporate at least one of the following: multiple means of representation, expression, or engagement that interest students, offer appropriate challenges, increase motivation, self-reliance, self-control, and self-esteem, or enhance students' verbal, writing, and content area vocabulary skills..</p> <p>Adaptations, accommodations, and/or modifications are present, but not clearly linked to specific student learning needs. Some accommodations and/or modifications indicated on IEPs are incorporated into the lesson.</p> | <p>Activities and strategies address students' varying learning styles and strengths. Activities and strategies incorporate at least two of the following: multiple means of representation, expression, or engagement that interest students, offer appropriate challenges, increase motivation, self-reliance, self-control, and self-esteem, or enhance students' verbal, writing, and content area vocabulary skills..</p> <p>Adaptations, accommodations, and/or modifications are present, and somewhat linked to specific student learning needs. Most accommodations and/or modifications indicated on IEPs are incorporated into the lesson.</p> | <p>Activities and strategies thoroughly address students' varying learning styles and strengths. Activities and strategies incorporate all of the following: multiple means of representation, expression, or engagement that interest students, offer appropriate challenges, increase motivation, self-reliance, self-control, and self-esteem, and enhance students' verbal, writing, and content area vocabulary skills..</p> <p>Adaptations, accommodations, and/or modifications are present, and clearly linked to specific student learning needs. All accommodations and/or modifications indicated on IEPs are incorporated into the lesson.</p> | |

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| <p>9. Resources (CEC 4, 6, 7) Weight: 2 = 8</p> | <p>Supporting materials are not identified or they are unrelated or irrelevant to the purposes of the lesson and/or student engagement / participation.</p> <p>Resources are not differentiated, adapted, accommodated, and/or modified to meet the diverse learning needs, including the need for assistive technology for communication, of all students, including English Language Learners and students with disability labels.</p> <p>There is no description of how resources will be used or distributed, or this description suggests strategies that are likely to result in chaos.</p> | <p>Supporting human and material resources have been identified, but their relevance to the lesson or to student engagement / participation is unclear.</p> <p>Resources are minimally differentiated, adapted, accommodated, and/or modified to meet the diverse learning needs, including the need for assistive technology for communication, of all students, including English Language Learners and students with disability labels.</p> <p>Candidate has not described how the resources will be used or, when applicable, how they will be distributed.</p> <p>Resources are not critical to the lesson or are unnecessary/not likely to enhance learning.</p> | <p>Supporting human and material resources have been identified and their relevance to student engagement / participation is articulated.</p> <p>Resources are differentiated, adapted, accommodated, and/or modified to meet the diverse learning needs, including the need for assistive technology for communication, of some students, including English Language Learners and students with disability labels.</p> <p>The candidate has briefly described how resources will be used to enhance learning and, when applicable, how they will be distributed.</p> <p>The resources are likely to enhance learning.</p> | <p>Supporting human and material resources have been identified and their relevance to student engagement / participation is articulated.</p> <p>Resources are differentiated, adapted, accommodated, and/or modified to meet the diverse learning needs, including the need for assistive technology for communication, of all students, including English Language Learners and students with disability labels.</p> <p>The candidate has clearly articulated how resources will be used to enhance learning and, when applicable, how they will be distributed.</p> <p>The resources are likely to enhance learning significantly.</p> | |
| <p>10. Applications, Connections, Extensions Weight: 2 = 8</p> | <p>Descriptions of how the lesson will help students apply, connect or extend their learning are poorly articulated, confusing, or absent.</p> | <p>Candidate has described how she/he will help students apply what they have learned in the lesson; however, suggestions do not make connections between the lesson and other topics, concepts or ideas, and are not likely to extend student learning beyond the classroom.</p> | <p>Candidate has described how she/he will help students apply what they have learned in the lesson; some of the ideas are designed to help students make connections between the lesson and other topics, concepts or ideas and extend their learning beyond the classroom.</p> | <p>Candidate has described creative and thoughtful ideas for how she/he will help students apply what they have learned in the lesson; most of the ideas will help students make connections between the lesson and other topics, concepts or ideas and extend their learning beyond the classroom.</p> | |

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|---|--|--|---|--|--------------|
| 11. Personal Reflection (CEC 2, 3, 9, 10) Weight: 3 = 12 | <p>Candidate does not describe how she/he considered, among other things, students' IEPs and collaboration with related services professionals and ESL teachers in making instructional choices.</p> <p>Candidate describes how the lesson addresses student diversity and the inclusion of all students.</p> <p>In cases where the lesson has been taught, the candidate has not demonstrated the ability to reflect on the lesson, and is unable to identify strengths and limitations or insights about the things she/he has learned about his/her students and himself/herself, including whether she/he is confident that she/he met the instructional, emotional, and social needs of all students.</p> | <p>Candidate minimally describes how she/he considered, among other things, students' IEPs and collaboration with related services professionals and ESL teachers in making instructional choices.</p> <p>Candidate describes how the lesson addresses student diversity, but activities/strategies to the support the inclusion of all students are not apparent in the lesson.</p> <p>In cases where the lesson has been taught, the candidate has demonstrated the ability to reflect on the lesson, has identified the strengths and limitations of the lesson, but has not offered ideas about how it could be revised in the future.</p> <p>Candidate broadly and vaguely identifies some the things she/he learned about his/her students and himself/herself, including whether she/he is confident she/he met the instructional, emotional, and social needs of students.</p> | <p>Candidate describes how she/he considered, among other things, students' IEPs and collaboration with related services professionals and ESL teachers in making instructional choices.</p> <p>Candidate describes how the lesson addresses student diversity, and most activities/strategies support the inclusion of all students.</p> <p>In cases where the lesson has been taught, the candidate has demonstrated the ability to reflect on the lesson, has identified the strengths and limitations of the lesson, and offers some general ideas about how it could be revised in the future.</p> <p>Candidate identifies insights she/he has learned about his/her students and himself/herself, including whether she/he is confident that she/he met the instructional, emotional, and social needs of all students.</p> | <p>Candidate describes how she/he considered, among other things, students' IEPs and collaboration with related services professionals and ESL teachers in making instructional choices.</p> <p>Candidate thoughtfully and comprehensively describes how the lesson addresses student diversity, and all activities/strategies support the inclusion of all students.</p> <p>In cases where the lesson has been taught, the candidate has demonstrated her/his ability to reflect on the lesson, has clearly identified the strengths and limitations of the lesson, and has made suggestions for how it could be revised in the future.</p> <p>Candidate thoughtfully and thoroughly identifies insights she/he has learned about his/her students and himself/herself including whether they are confident that they met the instructional, emotional, and social needs of all students.</p> | |
| Total | | | | | / 100 |

****Science candidates must consider the following for their rubrics:**

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|--------------------------|--|---|---|---|--------------|
| 12. Safety | No description of the safety concerns and considerations that need to be made in this lesson and/or the description identifies strategies that are likely to put students in danger. | Safety concerns and considerations identified but lacked direct relevance to the classroom activity; assessment of the safety concern limited to student understanding or application of the safety procedures, but not both. | Safety concerns and considerations identified; assessment of student understanding and application of the safety procedure briefly articulated. | Safety concerns and considerations identified with depth of relevance to classroom activity; assessment of student understanding and application of the safety procedure clearly articulated. | |

