

*Warner School of Education and Human Development  
University of Rochester*

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

**Lesson Plan Rubric – Part I**

<b>Lesson Components</b>	<b>(1) Unacceptable/ Insufficient</b>	<b>(2) Needs Improvement/Emerging</b>	<b>(3) Basic Proficiency</b>	<b>(4) Outstanding Performance</b>	<b>Score</b>
<b>1. Content Area</b>	The content are identified is not predominant in the lesson.	The predominant content area of the lesson has been identified. In cases where connections have been made to other content areas, these links are vague or confusing.	The predominant content area has been identified. In cases where connections have been made to other content areas, these links are described in broad, general terms.	The predominant content area has been identified. In cases where connections have been made to other content areas, these links are well articulated and detailed.	
<b>2. Purpose/Goals</b>	The 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.	The candidate has described what the students will learn from the lesson by articulating its goals and why they are important.  These goals are not articulated in relation to other areas of study, or these connections are unclear/confusing.  The candidate has identified the “big idea”, but it is not clear how they will use it to engage students in meaningful learning, or help them to understand difficult ideas, or correct misconceptions.	The candidate has described what the students will learn from the lesson by describing its goals and why they are important.  Other areas of study have been briefly mentioned and there is a brief articulation of their relationship to the goals of the lesson.  The candidate has identified the “big idea”, but is not able to fully articulate how the lesson will engage students in meaningful learning, help them to understand difficult ideas, or correct misconceptions.	The candidate has clearly explained what the students will learn from the lesson by describing its goals and why they are important.  These goals have also been articulated in relation other areas of study.  The 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.	

Lesson Components	(1) Unacceptable/ Insufficient	(2) Needs Improvement/Emerging	(3) Basic Proficiency	(4) Outstanding Performance	Score
3. Objectives	<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>Objectives do not provide a clear sense of what students will know and be able to do as a result of the lesson.</p> <p>There is a weak relationship between the objectives and the learning standards, and/or some, but not all, are appropriate for the intended grade level.</p> <p>It is unlikely that the objectives will be accomplished by students in the time allotted.</p>	<p>Objectives provide a sense of what students will know and be able to do as a result of the lesson.</p> <p>There is some relationship between the objectives and the learning standards.</p> <p>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>Objectives provide a clear sense of what students will achieve as a result of the lesson.</p> <p>This section also clearly describes how students will demonstrate what they have learned.</p> <p>There is a strong relationship between the objectives and the learning standards.</p> <p>All of the 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>	
4. National and/or NYS Standards	<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 to be 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 to be addressed in the lesson are mentioned, but the explanation of their relationship to the objectives does not have a narrative quality.</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>	

Lesson Components	(1) Unacceptable/ Insufficient	(2) Needs Improvement/Emerging	(3) Basic Proficiency	(4) Outstanding Performance	Score
5. <b>Assessment</b>	<p>The suggested assessment strategies are unrelated to objectives and/or standards of the lesson.</p>	<p>The methods and strategies to be used to measure student learning are only provided for the conclusion of the lesson.</p> <p>The candidate has made poor choices of examples of “evidence” of student learning.</p> <p>The connections between the assessment in the lesson and more summative assessments are absent or unclear, and it is not apparent that the candidate is able to make these connections.</p> <p>The candidate has not provided ideas about how the assessment in the lesson will inform instruction on an ongoing basis or these connections are not well developed</p>	<p>The methods and strategies for measuring student learning throughout the lesson and at its conclusion are clearly articulated.</p> <p>The candidate has provided several examples of what they will consider as “evidence” of student learning.</p> <p>The connections between the assessment in the lesson and more summative assessments are vague or underdeveloped, but it is clear that the candidate is able to make these connections.</p> <p>The candidate has provided a few ideas about how the assessment in the lesson will inform instruction on an ongoing basis.</p>	<p>The methods and strategies for measuring student learning throughout the lesson and at its conclusion are clearly articulated.</p> <p>The candidate has explained what they will consider as “evidence” of learning.</p> <p>The connections between the assessment in the lesson and more summative assessments are clearly articulated.</p> <p>The candidate has provided ideas about how the assessment in the lesson will inform instruction on an ongoing basis.</p>	

Lesson Components	(1) Unacceptable/ Insufficient	(2) Needs Improvement/Emerging	(3) Basic Proficiency	(4) Outstanding Performance	Score
6. <b>Community Knowledge and Experience</b>	<p>The strategies for the recognition and incorporation of students' knowledge and experiences are absent or vague.</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>The ways in which the candidate will account for, or incorporate, students' knowledge and experiences in the lesson have been described.</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>The ways in which the candidate will account for, or incorporate, students' knowledge and experiences in the lesson have been described.</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>The ways in which the candidate will account for, or incorporate, students' knowledge and experiences in the lesson have been clearly articulate.</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>	
7. <b>Procedure</b>	<p>The candidate's description of the progression of the lesson, including how it will begin, end, and/or how they will transition between major components of the lesson 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>The 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>The candidate has described all of the activities of the lesson, but it is not clear how the lesson will begin, end and/or how they will transition between major components of the lesson.</p> <p>Some of the activities described in the lesson are not likely to help students achieve the objectives of the lesson.</p> <p>The 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 successful.</p>	<p>The candidate has described 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 begin to provide an explanation of how the students will achieve the objectives of the lesson.</p> <p>The 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 an 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>	

Lesson Components	(1) Unacceptable/ Insufficient	(2) Needs Improvement/Emerging	(3) Basic Proficiency	(4) Outstanding Performance	Score
8. Resources	<p>No supporting materials are identified in the lesson plan, or these appear to be unrelated or irrelevant to the purposes of the lesson.</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 is unclear.</p> <p>The candidate has not described how the resources will be used or, when applicable, how they will be distributed.</p> <p>The resources do not appear to be critical to the lesson or are unnecessary and not likely to enhance learning.</p>	<p>Supporting human and material resources have been identified.</p> <p>The candidate has briefly described how these 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.</p> <p>The candidate has clearly articulated how these 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>	
9. Applications Connections and Extensions	<p>Descriptions of how the lesson will help students apply, connect or extend their learning are poorly articulated, confusing or absent.</p>	<p>The candidate has described how she/he will help students apply what they have learned in the lesson, however, their 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>The candidate has described how she/he will help students apply what they have learned in the lesson.</p> <p>At least one of their ideas is designed to help students make connections between the lesson and other topics, concepts or ideas.</p> <p>At least one of their ideas is designed to help students extend their learning beyond the classroom.</p>	<p>The candidate has described creative and thoughtful ideas for how she/he will help students apply what they have learned in the lesson.</p> <p>Some of these ideas will help students make connections between the lesson and other topics, concepts or ideas.</p> <p>Several of these ideas have been designed to help students extend their learning beyond the classroom.</p>	

Lesson Components	(1) Unacceptable/ Insufficient	(2) Needs Improvement/Emerging	(3) Basic Proficiency	(4) Outstanding Performance	Score
10. <b>Inclusive Instruction</b>	<p>The lesson is not inclusive of all the students, and no differentiated activities have been suggested.</p> <p>It is not evident that the candidate has thought about how to address student diversity.</p>	<p>The candidate has described how the lesson will be inclusive of all students, but there is no explanation of how activities will be differentiated.</p> <p>The candidate understands, and can describe the ways in which diversity can be addressed in the lesson, but ideas/strategies to support inclusion are not apparent in the lesson.</p>	<p>The candidate has described how the lesson will be inclusive of all students. Some of the differentiated activities are interesting, and they have been integrated throughout the lesson.</p> <p>It is evident that the candidate has thought about how to address student diversity, but s/he is only able to recognize/account for a few characteristics in general ways.</p>	<p>The candidate has articulated how the lesson will be inclusive of all the students by describing strategies/activities that are creative and thoughtful.</p> <p>Differentiated activities are well integrated throughout the lesson, and likely to be interesting and challenging to students with special needs and abilities.</p> <p>It is evident that the candidate has thought about how to address student diversity, and the lesson includes an explanation of how the procedure will recognize/account for characteristics most apparent in the student population.</p>	
11. <b>Personal Reflection</b>	<p>In cases where the lesson has been taught, the candidate has not demonstrated her/his ability to reflect on the lesson, and is unable to identify strengths and limitations or insights about the things she/he has learned about their students and themselves.</p>	<p>In cases where the lesson has been taught, the candidate has demonstrated her/his ability to reflect on the lesson, but was unable to address efforts to construct a meaningful learning community.</p> <p>The candidate 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>The candidate has mentioned some of the things they learned about their students and themselves, but these do not appear to be insightful or informed.</p>	<p>In cases where the lesson has been taught, the candidate has demonstrated her/his ability to reflect on the lesson, including their efforts to construct a meaningful learning community.</p> <p>The candidate has identified the strengths and limitations of the lesson, and has some general ideas about how it could be revised in the future.</p> <p>The candidate has identified insights they have learned about their students and themselves.</p>	<p>In cases where the lesson has been taught, the candidate has demonstrated her/his ability to reflect on the lesson, including their efforts to construct a meaningful learning community.</p> <p>The candidate has identified the strengths and limitations of the lesson, and has made suggestions for how it could be revised in the future.</p> <p>The candidate has identified insights they have learned about their students and themselves, and these demonstrate considerable thought and reflection.</p>	

WARNER LESSON PLAN EVALUATION FORM

Candidate's name: \_\_\_\_\_ Evaluator's name: \_\_\_\_\_  
 Semester: \_\_\_\_\_ Course # \_\_\_\_\_

**Part II: TESOL standards for teacher candidates**

Based on the written lesson plan submitted, evaluate the extent to which the candidate provided evidence of meeting the specific TESOL standards listed below, using the following rubrics:

**n/o: Not observable** – The topic, level or context for the lesson is not appropriate for providing evidence for this standard. *(Whenever this option is not acceptable – e.g., you must provide your assessment – we have indicated it by blackening the corresponding cell)*

1. **Insufficient** – i.e., this standard was not met.
2. **Emergent/needs improvement** – i.e., there is only partial evidence that this standard was addressed or the standard was only partially addressed; more evidence is needed before determining proficiency with respect to this standard.
3. **Basic proficiency**– i.e., the lesson plan provide sufficient evidence of addressing this standard at least at the minimum acceptable level
4. **Outstanding performance** – i.e., the lesson plan provides an excellent example of addressing this standard.

To arrive to this overall evaluation, please refer to the more detailed rubrics provided by the TESOL association for each specific standard (included in the “ESOL Teacher Candidates Standards and Rubrics” document you received from the Warner School and also available at <http://www.ncate.org/documents/ProgramStandards/tesol.pdf>).

<i>TESOL Standards:</i>	<i>n/o</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<b>Domain 1 – Language.</b>					
<b>1a. Describing Language.</b> Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.					
<b>1b. Language Acquisition and Development.</b> Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.					
<b>Domain 2 – Culture.</b>					
<b>2a. Nature and Role of Culture.</b> Candidates know, understand and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.					
<b>2b. Cultural Groups and Identity.</b> Candidates know, understand and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.					

<b>TESOL Standards:</b>	<i>n/o</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<b>Domain 3 – Planning, Implementing and Managing Instruction.</b>					
<b>3a. Planning for Standards-Based ESL and Content Instruction.</b> Candidates know, understand and apply concepts, research, and best practices to plan classroom instruction in a supporting learning environment for ESL students. Candidates serve as effective English-language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.					
<b>3b. Managing and Implementing Standards-Based ESL and Content Instruction.</b> Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.					
<b>3c. Using Resources Effectively in ESL and Content Instruction.</b> Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.					
<b>Domain 4 – Assessment.</b>					
<b>4a. Issues of Assessment for ESL.</b> Candidates understand various issues of assessment (e.g. cultural and linguistic bias, political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g. standardized achievement tests of overall mastery), as they affect ESOL student learning.					
<b>4b. Language Proficiency Assessment.</b> Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.					
<b>4c. Classroom-Based Assessment for ESL.</b> Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction.					
<b>Domain 5 – Professionalism.</b>					
<b>5a. ESL Research and History.</b> Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.					
<b>5b. Partnerships and Advocacy.</b> Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students' families.					
<b>5c. Professional Development and Collaboration.</b> Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESL students.					