

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

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

**Part I - Lesson Plan Rubric**

<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>	Candidate does not identify a content area or it is not predominant in the lesson.  Candidate makes no connections to other content areas.	Candidate identifies the predominant content area of the lesson.  Candidate makes vague and / or confusing connections to other content areas.	Candidate identifies the predominant content area.  Candidate makes broad and general connections to other content areas.	Candidate identifies the predominant content area.  Candidate articulates clear and detailed connections to other content areas.	
<b>2. Purpose/Goals</b>	Candidate describes 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 articulates lesson goals and describes their importance, but goals are not related to other areas of study, or connections are unclear/confusing.  Candidate identifies the “big idea,” but it is unclear how he or she will use it to engage students in meaningful learning, or help them understand difficult ideas, or correct misinterpretations.	Candidate articulates lesson goals, describes their importance, and briefly relates goals to other areas of study briefly mentioned.  Candidate identifies 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 clearly articulates lesson goals, describes their importance, and articulates their relationships to other areas of study.  Candidate explains 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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<b>3. Objectives</b>	Candidate provides no objectives or are unclear or unrelated to standards, are inappropriate for the intended grade level, are not likely to be accomplished by most students in the time allotted, and do not address goals/objectives from IEPs.	Candidate provides unclear objectives that have a weak relationship to the learning standards, but are appropriate for the intended grade level; however, it is unlikely that objectives will be accomplished by students in the time allotted.  Candidate minimally addresses goals/objectives from IEPs and does not clearly articulate how lesson objectives are related to students' working toward accomplishing IEP goals / objectives.	Candidate provides clear objectives, with some relationship to the learning standards that are mostly appropriate for the intended grade level, are likely to be accomplished by most of the students in the time allotted, and address goals / objectives from IEPs, with lesson objectives related to students' working toward accomplishing IEP goals/objectives.	Candidate provides objectives that clearly describe how students will demonstrate what they have learned with a strong relationship to learning standards that are appropriate for the intended grade level, are likely to be accomplished by almost all students in the time allotted, and fully address goals/objectives from IEPs, with lesson objectives clearly related to students' working toward accomplishing IEP goals/objectives.	
<b>4. National and/or NYS Standards</b>	Candidate does not address or inappropriately addresses specific national and/or State standards and does not connect them to the objectives of the lesson.	Candidate addresses national and/or NYS standards and performance indicators in general terms, but does not explain the relationship between the standards and the objectives.	Candidate addresses specific national and/or NYS standards and performance indicators in the lesson, but does not provide the explanation of their relationship to the objectives in a list, not a narrative.	Candidate clearly identifies specific national and/or NYS standards and performance indicators in the lesson, and explains their relationship to objectives in a narrative.	

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<b>5 Assessment</b>	Candidate selects assessment strategies that are unrelated to objectives and/or standards of the lesson and that are inappropriate and are not adjusted / differentiated for varying learning styles and strengths.	<p>Candidate selects assessment methods and strategies that are minimally appropriate or somewhat adjusted / differentiated for varying learning styles and strengths, but only at the conclusion of the lesson; candidate identifies minimal or unclear examples of evidence of student learning.</p> <p>Candidate does not make or makes unclear connections between the formative and summative assessments and provides no ideas about how the lesson assessments will inform instruction on an ongoing basis.</p>	<p>Candidate select assessment methods and strategies that are appropriate, but do not meet the needs of all students and focus on a limited number of learning styles and strengths; candidate identifies several examples of evidence of student learning.</p> <p>Candidate makes vague or undeveloped connections between the formative and summative assessments and provides some ideas about how the lesson assessments will inform instruction on an ongoing basis.</p>	<p>Candidate clearly articulates assessment methods and strategies that are differentiated to allow students to demonstrate their knowledge and skills according to their varying learning styles and strengths; candidate clearly articulates what is considered evidence of learning.</p> <p>Candidate clearly articulates connections between the formative and summative assessments and provides ideas about how the lesson assessments will inform instruction on an ongoing basis.</p>	
<b>6. Community Knowledge and Experience</b>	<p>Candidate does not identify or identifies vague strategies for recognizing and incorporating students' knowledge and experiences into the lesson; candidate does not articulate the ways in which he or she is a member of the classroom community and will integrate his or her knowledge and experience into the lesson.</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>Candidate describes strategies for recognizing and incorporating students' knowledge and experiences in the lesson; candidate does not clearly articulate the ways in which he or she is a member of the classroom community and will integrate his or her knowledge into the lesson.</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>Candidate describes strategies for recognizing and incorporating students' knowledge and experiences in the lesson; candidate articulates the ways in which he or she is a member of the classroom community and describes strategies/ideas for integrating his or her knowledge and experience into the lesson.</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>Candidate clearly articulates strategies for the recognition and incorporation of students' knowledge and experiences in the lesson; candidate clearly articulates what it means to be a member of the classroom community and specific ways in which his or her knowledge and experience will be shared and included in the lesson.</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>	

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<b>7. Procedure</b>	<p>Candidate provides an unclear or confusing description of the progression of the lesson, including transitions.</p> <p>Candidate plans lesson activities that are not likely to help students achieve the objectives of the lesson.</p> <p>Candidate does not identify or identifies inappropriate strategies to alter the lesson if it does not go as planned.</p>	<p>Candidate describes all lesson activities, but the lesson progression, including transitions, is somewhat unclear.</p> <p>Candidate plans some activities that are not likely to help students achieve the objectives of the lesson.</p> <p>Candidate does not identify strategies to alter the lesson if it does not go as planned or the strategies are not likely to be effective</p>	<p>Candidate describes all activities, and lesson progression, including transitions.</p> <p>Candidate plans activities that explain how the students will achieve the objectives of the lesson.</p> <p>Candidate identifies a few strategies to alter the lesson if it does not go as planned, some of which are not likely to be effective.</p>	<p>Candidate clearly articulates how the lesson will begin and end and the transitions between major components of the lesson.</p> <p>Candidate plans activities that clearly explain how the students will achieve the objectives of the lesson.</p> <p>The candidate identifies potentially effective strategies to alter the lesson if it does not go as planned.</p>	
<b>8. Differentiated Instruction</b>	<p>Candidate designs activities and strategies that do not address students' varying learning styles and strengths and 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.</p> <p>Candidate does not incorporate adaptations, accommodations, and/or modifications for students with exceptionalities or ELLs and does not incorporate accommodations and/or modifications indicated on IEPs.</p>	<p>Candidate designs activities and strategies that minimally address students' varying learning styles and strengths and 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.</p> <p>Candidate incorporates adaptations, accommodations, and/or modifications that are not clearly linked to specific student learning needs and incorporate some accommodations and/or modifications indicated on IEPs.</p>	<p>Candidate designs activities and strategies that address students' varying learning styles and strengths and 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.</p> <p>Candidate incorporates adaptations, accommodations, and/or modifications that are somewhat linked to specific student learning needs and incorporate most accommodations and/or modifications indicated on IEPs.</p>	<p>Candidate designs activities and strategies that thoroughly address students' varying learning styles and strengths and 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.</p> <p>Candidate incorporates adaptations, accommodations, and/or modifications that are clearly linked to specific student learning needs and incorporate all accommodations and/or modifications indicated on IEPs.</p>	

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<b>9. Resources</b>	<p>Candidate does not identify or identifies supporting materials unrelated or irrelevant to the purposes of the lesson and/or student engagement / participation.</p> <p>Candidate does not differentiate, adapt, accommodate, and/or modify resources to meet the diverse learning needs of all students, including English Language Learners and students with disability labels.</p> <p>Candidate does not describe how resources will be used or distributed or suggests strategies that are likely to result in chaos.</p>	<p>Candidate identifies supporting human and material resources with minimal relevance to the lesson, student engagement / participation, and that are not critical or are unnecessary / unlikely to enhance student learning.</p> <p>Candidate minimally differentiates, adapts, accommodates, and/or modifies resources to meet the diverse learning needs of all students, including English Language Learners and students with disability labels.</p> <p>Candidate does not describe how resources will be used or, when applicable, how they will be distributed.</p>	<p>Candidate identifies supporting human and material resources likely to enhance learning and articulates their relevance to student engagement / participation is articulated.</p> <p>Candidate differentiates, adapts, accommodates, and/or modifies most resources to meet the diverse learning needs of some students, including English Language Learners and students with disability labels.</p> <p>Candidate briefly describes how resources will be used to enhance learning and, when applicable, how they will be distributed</p>	<p>Candidate identifies supporting human and material resources likely to enhance learning significantly and articulates their relevance to student engagement / participation is articulated.</p> <p>Candidate differentiates, adapts, accommodates, and/or modifies all resources to meet the diverse learning needs of all students, including English Language Learners and students with disability labels.</p> <p>Candidate has clearly articulates how resources will be used to enhance learning and, when applicable, how they will be distributed.</p>	
<b>10. Applications, Connections, Extensions</b>	<p>Candidate does not articulate how the lesson will help students apply, connect or extend their learning or articulates this poorly or in a confusing manner.</p>	<p>Candidate describe how she or 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 describes how she or he will help students apply what they have learned in the lesson and 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 articulates creative and thoughtful ideas for how she or he will help students apply what they have learned in the lesson and 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>	

<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>11. Personal Reflection</b>	<p>Candidate does not describe how she or 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>	
<b>Total</b>					

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

<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>12. Safety</b>	<p>Candidate does not describe the safety concerns and considerations that need to be made in this lesson and/or identifies strategies that are likely to put students in danger.</p>	<p>Candidate identifies safety concerns and considerations, but they lack direct relevance to the classroom activity; candidate assesses the safety concern in ways limited to student understanding or application of the safety procedures, but not both.</p>	<p>Candidate identifies safety concerns and considerations; candidate briefly articulates how to assess student understanding and application of the safety procedure.</p>	<p>Candidate identifies safety concerns and considerations with depth of relevance to classroom activity; candidate clearly articulates how to assess student understanding and application of the safety procedure.</p>	

## WARNER LESSON PLAN EVALUATION FORM

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

### Part II: NCSS standards for SOCIAL STUDIES teacher candidates

Based on the lesson plan submitted, please evaluate, with respect to each of the NCSS thematic standards that are relevant to the topic of the lesson, the extent to which the candidate has demonstrated the desired level of proficiency in the each following areas:

- A. **Candidate's content knowledge** – i.e., the candidate has sufficient background knowledge about the theme to inform effective planning and instruction.
- B. **Candidate's planning and implementation of instruction** – i.e., the candidate possesses the capabilities and dispositions to organize and provide instruction about the theme in a way that is effective and appropriate to the students' developmental level, background knowledge and culture.
- C. **Candidate's assessment of student learning** – i.e., the candidate possesses the knowledge, capabilities and dispositions to monitor and assess student learning in ways that are consistent with identified instructional goals and strategies and mindful of students' ability.

To evaluate each of these dimensions, please use the following rubrics:

**n/o: Not observable** – the topic of the lesson was not conducive to addressing this theme

1. **Insufficient** – i.e., you have evidence that indicates that the candidate has not yet achieved the desired level of proficiency.
2. **Emergent/needs improvement** – i.e., you have evidence that indicates that the candidate has only partially achieved the desired level of proficiency.
3. **Basic proficiency**– i.e., you have evidence that indicates that the candidate has demonstrated the desired level of proficiency at least once.
4. **Outstanding proficiency** – i.e., you have evidence that indicates that the candidate consistently demonstrates the desired level of proficiency.

NOTE: To arrive to this evaluation, you may want to refer to the more detailed explanations provided by NCSS for each specific standard (included in the "Social Studies Teacher Candidates Standards and Rubrics" document you received from the Warner School and also available at <http://www.socialstudies.org/ncate/>).

<b><i>1.1 Culture and Cultural Diversity</i></b>	<b><i>n/o</i></b>	<b><i>1</i></b>	<b><i>2</i></b>	<b><i>3</i></b>	<b><i>4</i></b>
<b>A. Candidate's content knowledge.</b>					
<b>B. Candidate's planning and implementation of instruction.</b>					
<b>C. Candidate's assessment of student learning</b>					

*Additional comments:*

<b>1.2 Time, Continuity, and Change</b>	<b><i>n/o</i></b>	<b><i>1</i></b>	<b><i>2</i></b>	<b><i>3</i></b>	<b><i>4</i></b>
A. Candidate's content knowledge.					
B. Candidate's planning and implementation of instruction.					
C. Candidate's assessment of student learning					

*Additional comments:*

<b>1.3 People, Places, and Environments</b>	<b><i>n/o</i></b>	<b><i>1</i></b>	<b><i>2</i></b>	<b><i>3</i></b>	<b><i>4</i></b>
A. Candidate's content knowledge.					
B. Candidate's planning and implementation of instruction.					
C. Candidate's assessment of student learning					

*Additional comments:*

<b>1.4 Individual Development and Identity</b>	<b><i>n/o</i></b>	<b><i>1</i></b>	<b><i>2</i></b>	<b><i>3</i></b>	<b><i>4</i></b>
A. Candidate's content knowledge.					
B. Candidate's planning and implementation of instruction.					
C. Candidate's assessment of student learning					

*Additional comments:*

<b>1.5 Individuals, Groups, and Institutions</b>	<b><i>n/o</i></b>	<b><i>1</i></b>	<b><i>2</i></b>	<b><i>3</i></b>	<b><i>4</i></b>
A. Candidate's content knowledge.					
B. Candidate's planning and implementation of instruction.					
C. Candidate's assessment of student learning					

*Additional comments:*

<b>1.6 Power, Authority, and Governance</b>	<b><i>n/o</i></b>	<b><i>1</i></b>	<b><i>2</i></b>	<b><i>3</i></b>	<b><i>4</i></b>
A. Candidate's content knowledge.					
B. Candidate's planning and implementation of instruction.					
C. Candidate's assessment of student learning					

*Additional comments:*



<b>1.7 Production, Distribution, and Consumption</b>	<b>n/o</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
A. Candidate's content knowledge.					
B. Candidate's planning and implementation of instruction.					
C. Candidate's assessment of student learning					

*Additional comments:*

<b>1.8 Science, Technology and Society</b>	<b>n/o</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
A. Candidate's content knowledge.					
B. Candidate's planning and implementation of instruction.					
C. Candidate's assessment of student learning					

*Additional comments:*

<b>1.9 Global Connections</b>	<b>n/o</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
A. Candidate's content knowledge.					
B. Candidate's planning and implementation of instruction.					
C. Candidate's assessment of student learning					

*Additional comments:*

<b>1.10 Civic ideals and Practices</b>	<b>n/o</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
A. Candidate's content knowledge.					
B. Candidate's planning and implementation of instruction.					
C. Candidate's assessment of student learning					

*Additional comments:*