

## **Medaille College Department of Education Lesson Plan Rubric**

### **Introduction**

The purpose of this rubric is to assess candidates' evolving skills in understanding learner development and differences, demonstrating and applying content knowledge, and planning for assessment and instruction. CAEP and InTASC standards guided the development of this rubric.

The rubric is primarily used by the faculty who teach methodology and field experience courses and college supervisors who evaluate student teaching. Candidates are expected to achieve and maintain “target” level of performance in each indicator by the time of the second gateway evaluation and throughout student teaching.

Data from these rubrics are both aggregated and disaggregated by candidate and by program and used biannually for three purposes:

- To discuss and evaluate each individual candidate's readiness for program completion
- To discuss and evaluate overall strengths and weaknesses based on trends in rubric data
- To use the findings of this evaluation in the examination and adaptation of program curricula to improve areas of candidate need.

**Directions to Candidate:** For each lesson plan you write, complete the Medaille College Lesson Plan Template and compare your work to this rubric to ensure that each part of your plan fulfills the Target requirements.

**Medaille College Department of Education  
Lesson Plan Rubric**

Teacher Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Subject and Lesson Topic: \_\_\_\_\_

Indicator	Unacceptable	Revisions Needed	Target
<p><b>CENTRAL FOCUS – Candidate provides an accurate description of the purpose of the instruction of the learning segment.</b> CAEP 1.1, InTASC 4</p>	<p>Candidate provides an inaccurate description of the purpose of the instruction of the learning segment.</p>	<p>Candidate provides a description of the purpose of the instruction for only part of the learning segment.</p>	<p>Candidate provides an accurate description of the purpose of the instruction of the learning segment.</p>
<p><b>USING PRIOR KNOWLEDGE– Candidate justifies why learning tasks are appropriate using examples of students’ prior academic learning.</b> CAEP 1.1, InTASC 1</p>	<p>Candidate does not justify why learning tasks are appropriate using examples of students’ prior academic learning.</p>	<p>Candidate justifies why learning tasks are appropriate with limited attention to students’ prior academic learning.</p>	<p>Candidate justifies why learning tasks are appropriate using examples of students’ prior academic learning.</p>
<p><b>USING STUDENT ASSETS – Candidate justifies why learning tasks are appropriate using examples of students’ personal, cultural, or community assets.</b> CAEP 1.1, InTASC 2</p>	<p>Candidate does not justify why learning tasks are appropriate using examples of students’ personal, cultural, or community assets.</p>	<p>Candidate justifies why learning tasks are appropriate with limited attention to students’ personal, cultural, or community assets.</p>	<p>Candidate justifies why learning tasks are appropriate using examples of students’ personal, cultural, or community assets.</p>
<p><b>CURRICULUM STANDARD(S) - Candidate includes standards which are aligned to the central focus AND learning objectives.</b> CAEP 1.1, InTASC 7</p>	<p>Candidate includes standards which are not aligned to the central focus AND are not aligned learning objectives.</p>	<p>Candidate includes standards which are not aligned to the central focus OR learning objectives.</p>	<p>Candidate includes standards which are aligned to the central focus AND learning objectives.</p>
<p><b>OBJECTIVE(S) – Candidate’s objectives are measurable AND describe what students should be able to do by the end of the lesson.</b> CAEP 1.1, InTASC 7</p>	<p>Candidate’s objectives are not measurable AND do not describe what students should be able to do by the end of the lesson.</p>	<p>Candidate’s objectives are not measurable OR objectives do not describe what students should be able to do by the end of the lesson.</p>	<p>Candidate’s objectives are measurable AND describe what students should be able to do by the end of the lesson.</p>

Indicator	Unacceptable	Revisions Needed	Target
<p><b>ASSESSMENT – Candidate uses formal and/or informal assessment tools that will provide evidence to monitor students’ progress toward meeting the objectives. If applicable, candidate modifies assessments to allow students with IEPs/504s to demonstrate their learning.</b> CAEP 1.1, InTASC 6</p>	<p>Candidate’s use (or absence) of formal and/or informal assessment tools do not provide evidence to monitor students’ progress toward meeting the objectives OR if applicable, candidate does not modify assessments to allow students with IEPs/504s to demonstrate their learning.</p>	<p>Candidate uses formal and/or informal assessment tools that will provide limited evidence to monitor students’ progress toward meeting the objectives. If applicable, candidate modifies assessments to allow students with IEPs/504s to demonstrate their learning.</p>	<p>Candidate uses formal and/or informal assessment tools that will provide evidence to monitor students’ progress toward meeting the objectives. If applicable, candidate modifies assessments to allow students with IEPs/504s to demonstrate their learning.</p>
<p><b>LANGUAGE FUNCTION – Candidate chooses one language function that best describes the active learning in the lesson.</b> CAEP 1.1, InTASC 4</p>	<p>Candidate does not identify a language function.</p>	<p>Candidate chooses a language function(s) that does not best describe or is misaligned with the active learning in the lesson.</p>	<p>Candidate chooses one language function that best describes the active learning in the lesson.</p>
<p><b>LANGUAGE FUNCTION INSTRUCTIONAL SUPPORT – Candidate provides specific supports to help all learners understand and use the language function.</b> CAEP 1.1, InTASC 7</p>	<p>Candidate does not provide supports OR supports do not help learners understand and use the language function.</p>	<p>Candidate provides limited supports to help learners understand and use the language function.</p>	<p>Candidate provides specific supports to help all learners understand and use the language function.</p>
<p><b>VOCABULARY – Candidate only identifies key words and phrases students need to understand and/or use to be successful in the lesson.</b> CAEP 1.1, InTASC 4</p>	<p>Candidate does not identify key words and phrases students need to understand and/or use to be successful in the lesson.</p>	<p>Candidate identifies key words and phrases, BUT is missing words that are central to the lesson OR includes trivial words not necessary for success.</p>	<p>Candidate only identifies key words and phrases students need to understand and/or use to be successful in the lesson.</p>
<p><b>VOCABULARY INSTRUCTIONAL SUPPORT – Candidate provides specific supports to help all learners understand and use key words and phrases to be successful in the lesson.</b> CAEP 1.1, InTASC 7</p>	<p>Candidate does not provide supports OR supports do not help learners understand and/or use key words and phrases to be successful in the lesson.</p>	<p>Candidate provides limited supports to help learners understand and use key words and phrases to be successful in the lesson.</p>	<p>Candidate provides specific supports to help all learners understand and use key words and phrases to be successful in the lesson.</p>

Indicator	Unacceptable	Revisions Needed	Target
<p><b>SYNTAX AND/OR DISCOURSE – Candidate identifies syntax and/or discourse students need to understand and/or use to be successful in the lesson.</b> CAEP 1.1, InTASC 4</p>	<p>Candidate does not identify syntax and/or discourse students need to understand and/or use to be successful in the lesson</p>	<p>Candidate’s identification of syntax and/or discourse does not represent what students need to understand and/or use to be successful in the lesson.</p>	<p>Candidate identifies syntax and/or discourse students need to understand and/or use to be successful in the lesson.</p>
<p><b>SYNTAX AND/OR DISCOURSE INSTRUCTIONAL SUPPORT – Candidate provides specific supports to help all learners understand and/or use syntax and/or discourse to be successful in the lesson.</b> CAEP 1.1, InTASC 7</p>	<p>Candidate does not provide supports OR supports do not help learners understand and/or use syntax and/or discourse to be successful in the lesson.</p>	<p>Candidate provides limited supports to help learners understand and/or use syntax and/or discourse.</p>	<p>Candidate provides specific supports to help all learners understand and/or use syntax and/or discourse to be successful in the lesson.</p>
<p><b>ANTICIPATORY SET - Candidate’s anticipatory set provides a purpose for learning that makes a clear bridge to the objectives of the lesson.</b> CAEP 1.1, InTASC 7</p>	<p>Candidate’s anticipatory set does not provide a purpose for learning that makes a clear bridge to the objectives of the lesson.</p>	<p>Candidate’s anticipatory set attempts to provide a purpose for learning, making a vague connection to the objectives of the lesson.</p>	<p>Candidate’s anticipatory set provides a purpose for learning that makes a clear bridge to the objectives of the lesson.</p>
<p><b>ACTIVATES OR BUILDS KNOWLEDGE - Candidate describes how students’ prior knowledge is activated or how background knowledge is built.</b> CAEP 1.1, InTASC 4</p>	<p>Candidate does not describe how students’ prior knowledge is activated or how background knowledge is built.</p>	<p>Candidate describes limited opportunity for activating students’ prior knowledge or for building background knowledge.</p>	<p>Candidate describes how students’ prior knowledge is activated or how background knowledge is built.</p>
<p><b>SCAFFOLDING – Candidate’s lesson scaffolds learning through sequentially appropriate instruction.</b> CAEP 1.1, InTASC 7</p>	<p>Candidate’s lesson makes no attempt to scaffold or provide sequenced instruction.</p>	<p>Candidate’s lesson provides limited scaffolding OR is not sequential.</p>	<p>Candidate’s lesson scaffolds learning through sequentially appropriate instruction.</p>
<p><b>TEACHING STRATEGIES – Candidate plans to utilize a teaching strategy(ies) that is appropriate for the content of the lesson AND meets the needs of diverse learners.</b> CAEP 1.1, InTASC 7</p>	<p>Candidate does not plan to utilize a teaching strategy that is appropriate for the content of the lesson AND does not meet the needs of diverse learners.</p>	<p>Candidate plans to utilize a teaching strategy(ies) that is appropriate for the content of the lesson BUT does not meet the needs of diverse learners.</p>	<p>Candidate plans to utilize a teaching strategy(ies) that is appropriate for the content of the lesson AND meets the needs of diverse learners.</p>

Indicators	Unacceptable	Revisions Needed	Target
<p><b>INSTRUCTIONAL SUPPORTS – Candidate plans specific instructional supports that assist all learners to meet the objectives of the lesson. If applicable, candidate designs appropriate accommodations/modifications to meet the needs of learners with IEPs/504s.</b> CAEP 1.1, InTASC 7</p>	<p>Candidate does not provide instructional supports OR instructional supports do not assist learners to meet the objectives of the lesson. If applicable, candidate does not design appropriate accommodations/modifications to meet the needs of learners IEPs/504s.</p>	<p>Candidate provides limited instructional supports to assist all learners to meet the objectives of the lesson. If applicable, candidate designs appropriate accommodations/modifications to meet the needs of learners with IEPs/504s.</p>	<p>Candidate plans specific instructional supports that assist all learners to meet the objectives of the lesson. If applicable, candidate designs appropriate accommodations/modifications to meet the needs of learners with IEPs/504s.</p>
<p><b>CONTENT KNOWLEDGE – Candidate’s plan includes accurate content throughout the lesson.</b> CAEP 1.1, InTASC 4</p>	<p>Candidate’s plan includes significant inaccuracies in content.</p>	<p>Candidate’s plan includes minor inaccuracies in content.</p>	<p>Candidate’s plan includes accurate content throughout the lesson.</p>
<p><b>DEVELOPMENTALLY APPROPRIATE PRACTICE – Candidate’s plan is developmentally appropriate for the age AND stage of the students.</b> CAEP 1.1, InTASC 1</p>	<p>Candidate’s plan is not developmentally appropriate for the age and stage of the students.</p>	<p>Candidate’s plan is developmentally appropriate for the age OR stage of the students.</p>	<p>Candidate’s plan is developmentally appropriate for the age AND stage of the students.</p>
<p><b>QUESTIONING – Candidate plans higher level questions to advance student thinking.</b> CAEP 1.1, InTASC 5</p>	<p>Candidate does not plan for questions.</p>	<p>Candidate plans surface level questions that <b>do not advance</b> student thinking.</p>	<p>Candidate plans higher level questions to advance student thinking.</p>
<p><b>CLOSURE - Candidate plans a wrap up of the lesson to reinforce understanding to help students organize the information into a meaningful context.</b> CAEP 1.1, InTASC 7</p>	<p>Candidate does not plan a wrap up of the lesson that reinforces students’ understanding.</p>	<p>Candidate’s planned wrap up provides <b>minimal opportunity</b> to reinforce students’ understanding.</p>	<p>Candidate plans a wrap up of the lesson to reinforce understanding to help students organize the information into a meaningful context.</p>
<p><b>FULFILLMENT OF OBJECTIVES - Candidate’s instructional process fulfills the objectives of the lesson.</b> CAEP 1.1, InTASC 7</p>	<p>Candidate’s instructional process does not fulfill the objective(s) of the lesson.</p>	<p>Candidate’s instructional process makes progress toward fulfilling the objectives of the lesson BUT requires additional instruction to do so.</p>	<p>Candidate’s instructional process fulfills the objectives of the lesson.</p>

