**King’s College Lesson Plan Rubric v.10.26.23**

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| **Descriptor** | **Unsatisfactory (0)** | **Developing (1)**  | **Proficient (2)**  | **Distinguished (3)**  | **Score** |
| **Grade Level Academic Standards** | No alignment with PA Academic Standards and PA Core Standards or National Standards. | Inaccurate/non-grade level alignment with PA Academic Standards and/or Pa Core Standards or National Standards. | Some alignment with PA Academic Standards and/or PA Core Standards or National Standards. | Complete alignment with PA Academic Standards and/or PA Core Standards or National Standards and reflect integration of more than one content area. | Score: |
| **Objectives** | Objectives stated but do not include what students will know or be able to do and are procedural in nature.  | Objectives are not stated in the form of what students will know or be able to do.  | Some objectives state with reference to what students will know and be able to do.  | Objectives clearly stated w/reference to what students will know and be able to do and include how the students will demonstrate what they know and will be able to do. | Score: |
| **Alignment** | Objectives are not aligned with stated academic standards. | Objectives are partially aligned with stated academic standards. | Objectives are mostly aligned with academic standards. | Objectives completely are aligned with stated academic standards and demonstrate high expectations. | Score: |
| **Assessments** | Assessments are not aligned with the objectives of the lesson. | Assessments reflect the students’ mastery of the objectives but do not indicate what is satisfactory. | Assessments reflect the students’ mastery of the objectives and indicate what level is considered satisfactory. | Assessments reflect the students’ mastery of the objectives and indicate what level is considered satisfactory for the diverse groups in the class.  | Score: |
| **Adaptations and/or****Accommodations** | No plans included to adapt or accommodate diverse learners. | Adaptations and/oraccommodation included for some diverse learners.  | Adaptations and/or accommodations with corresponding assessments are included for all diverse learners. | Plans include integration of adaptive and inclusive teaching and learning strategies with appropriate assessments that fully align with learner needs.  | Score: |
| **Materials and Resources** | Materials do not align with learning outcomes. Materials not developmentally appropriate. | Materials are partially aligned with learning objectives. Materials are developmentally appropriate. | A variety of instructional materials are used and are partially aligned with the lesson objectives.  Materials are developmentally appropriate. | A variety of instructional materials are used and are fully aligned with advancing the lesson objectives. Materials are developmentally appropriate. The candidate identified high quality resources. (Books, web resources, etc.) | Score: |
| **Anticipatory Set** | No evidence of an anticipatory set or one that does not prepare learners for lesson.  | Anticipatory set did not prepare or motivate students. Low (20-49%) levels of active student participation and engagement. | Anticipatory set prepared students to learn.  Some (50-79%) active student participation and engagement. | Anticipatory set prepared and motivated the students to learn. High levels (80% or more) of active student participation and engagement. |    Score:         |
| **Procedures** | Procedures are poorly organized. Procedures do not include engaging the students in the lesson. Procedures do not include ways to support student learning and differentiation/modification/accommodation. Procedures do not include modeling and guided practice where appropriate. | Procedures are somewhat clear. Procedures include plans to engage students in a small proportion of the time. Procedures include ways to support student learning and differentiation/modification/accommodation. Procedures reflect some modeling and guided practice. | Procedures are succinct and clear. Procedures include plans to engage students throughout the class period. Procedures include some instructional groups to support student learning and differentiation/modification/accommodation. Procedures reflect modeling and guided practice. | Procedures are clear and include pacing and transition information. Procedures include plans to engage students in learning a high proportion of the time.Procedures include instructional groups to support student learning and differentiation/modification/accommodation.Procedures include modeling and guided practice for diverse learners.  |         Score:              |
| **Closure** | No closure or closure does not relate to the lesson. | Closure includes the teacher summarizing key points of the lesson.  | Closure includes the students summarizing key points of the lesson.  | Closure includes students summarizing and analyzing the key points of the lesson. |  Score:   |