**Resource N: Lesson Plan Rubric**

The following is a sample rubric that can be used to score scenario lesson plans.

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| **Rubric for HLP Lesson Plan**  |
| **Criteria** | **Exceeds****(3)** | **Proficient****(2)** | **Does Not Meet****(1)** | **Missing****(0)** |
| 1. *Lesson content aligns to specified objective*
 | Lesson content/activities align with and support the specific objective for the week to promote student learning. Lesson is designed to promote critical thinking and high-level connections.  | Lesson content/activities align with and support the specific objective for the week to promote student learning. | Lesson content/activities are present but do not align with or support the specific objective for the week. | Not included/ not submitted. |
| 1. *Lesson employs explicit instruction format*
 | Lesson includes a clear:Presentation of information using evidence-based practices (EBPs; We Do stage). Strategies that help each student assimilate new information, skills, or concepts (e.g., asking questions, working on a task together). Demonstrates that each student has some understanding of skills, concepts, and strategies before providing them with independent practice.\*Depending on class time available, candidates may only be able to engage in the I do and We do stages. | Lesson includes a:Presentation of information using EBPs; We Do stage), but may not be sufficiently thorough or clear. Strategies that help students assimilate new information, skills, or concepts (e.g., asking questions, working on a task together), but may not fully include all students. Demonstrates that group has some understanding of skills, concepts, and strategies before providing them with independent practice, but some students may still need more support. | Lesson includes some, but not all, aspects of the explicit instruction routine outlined in “exceeds” and “proficient.” May not use EBPs, present information sufficiently, or involve all students in practice.  | Not included/ not submitted. |
| 1. *5+ specific questions you will ask students throughout the lesson*
 | Includes a variety of questions to check students’ understanding throughout the lesson (5 or more). Clear link between questions and content, and questions promote higher-level thinking and application of concept.  | Includes a variety of questions to check students understanding throughout the lesson (3-4). Clear link between questions and content, and questions promote higher-level thinking.  | Includes questions but lacks variety and/or clarity to check students understanding throughout the lesson (1-2). | Not included/ not submitted. |
| 1. *Engages all students in the lesson (might be more easily observed during the lesson)*
 | Uses research-based strategies to ensure all students are on task and participating in the lesson.Provides all students in the group with frequent opportunities to respond.Encourages student responding through positive, specific praise.Includes a variety of questions to check students’ understanding throughout the lesson (5 or more). Clear link between questions and content. Questioning shows that students can apply the concepts, skills, and strategies being taught.  | Uses strategies that are effective in ensuring that most students are on task and participating in the lesson but may not use all the strategies listed in “exceeds performance.” | Uses strategies that are effective in ensuring that one or two students are on task and participating in the lesson.Strategies used are limited in type and, thus, do not engage all students. | Not included/ not submitted. |
| 1. *Plan to assess student understanding*
 | Includes how you will know if learning occurred. States how the objective will be assessed and is linked to the objective. Provides details for how students will demonstrate understandings and misconceptions. | Includes how you will know if learning occurred. States how the objective will be assessed and is linked to the objective. | Includes how you will know if learning occurred. Does not state how the objective will be assessed nor is linked to the objective. | Not included/ not submitted. |
| 1. *Plan for differentiation*
 | Includes how you will adjust instruction for students not meeting *and* for those exceeding the learning goals within the lesson. | Includes how you will adjust instruction for students not meeting *or* for those exceeding the learning goals within the lesson. | Minimally addresses how the teacher will respond to students not meeting *or* for those exceeding the learning goals within the lesson. | Not included/ not submitted. |

Modified rubric developed originally by Driver & Zimmer (2019).