



CSU TEACHER EDUCATION LESSON PLAN RUBRIC

Teacher Candidate: _____ Date: _____

Person Completing Form: _____ Course#: _____
(Mark one) Practicum: _____ Internship: _____ Class lesson plan: _____
Lesson Focus: _____ Grade Level: _____

Purpose of Assessment: The Lesson Plan rubric is designed to assess and monitor candidates' ability to provide a detailed description of the course of instruction or learning trajectory of a lesson. Developing an effective lesson plan is essential for being an effective classroom teacher. The Clayton State University Lesson Plan Rubric is used together with the Clayton State University Lesson Plan Template and the Clayton State University Lesson Plan Guiding Questions. All three documents are aligned with: The Clayton State University Education Unit Conceptual Framework; the Council of Chief State School Officers (InTASC) Dispositions, CAEP, GAPSC Standards and edTPA language and expectations. The rubric is used during clinical practice by both the cooperating teacher, the pedagogy and/or content supervisors for a formative assessment throughout the program, especially during the practicum and internship.

Formative Score Interpretation: The rubric is a 4-point developmentally sequenced performance level scale which provides a framework for adequately evaluating candidates' ability to detail the learning trajectory of a lesson. The four performance levels are: (1) Ineffective; (2) Needs Development; (3) Proficient; and, (4) Exemplary. Thus, the rating per performance criterion ranges from 1.0 to 4.0. A candidate who is considered classroom ready or proficient exhibits Level 3 performance characteristics. The rubric has 16 Performance Criteria, organized under four categories, Central Focus, Instructional Strategies and Learning Tasks, Academic Language Demands and Reflection. These Performance Criteria are aligned with the CSU Conceptual Framework (2012) that projects a CSU-prepared teacher-candidate as one that "engages in Reflective Practice and is Competent, Caring, Committed, Collaborative, and Culturally Responsive." Consequences of scoring a 1.0 or 2.0 on **any** performance criterion from a formative use of the rubric during a lesson plan development in a course or during the practicum or internship includes remediation by the course professor or the university supervisor and may include multiple rewrites of the lesson plan until it is determined adequate or proficient.

Summative Score Interpretation: The total score on the 16 performance criteria will be used for making a pass or fail decision. Since each of the 16 performance criteria is rated from 1, ineffective, to a high of 4, exemplary, possible total score ranges from 16 (1 X 16) to 64 (4 X 16), with a Proficiency score of 48 (3X16). Given that Proficiency level score is considered the target score for interns, it was determined, following the CSU grading policy, that 70% of the target score would serve as the appropriate cut-score or lower boundary for minimum acceptable performance level for a candidate on the lesson plan assessment. This yields a pass score of 34 (i.e. 70% of 48 = 33.6). Thus, a candidate that earns a total score of 33 or less is referred to remediation. Performance criteria that receive scores of 1 or 2 will be revised until total score reaches 34.

Directions: Please use the following rubric to evaluate the lesson planning of your candidate. Use your professional knowledge and experiences to make a decision regarding the candidate’s progress toward demonstrating an effective learning trajectory of a lesson, deemed essential for being a classroom teacher. The four performance levels are: (1) Ineffective; (2) Needs Development; (3) Proficient; and, (4) Exemplary. A candidate who is considered classroom ready, proficient or on target exhibits the type of development of a plan that exemplifies Level 3.

1. LEARNING CENTRAL FOCUS (Planning)

Performance Criteria	1 - Ineffective	2 – Needs Development	3 – Proficient	4 = Exemplary
I.A. Central Focus	Essential question(s) needs clarification, is not appropriate, or is not present.	Essential question(s) is clear and appropriate for content area.	Essential question(s) is clear, appropriate and well-developed for content area.	Essential question is clear, appropriate, well developed, and creative for content area.
I.B .Content Standards: (CCGPS and SPA)	Appropriate Common Core Georgia Performance Standards for this lesson are not identified.	Appropriate CCGPS for this lesson are numerically identified only. Standards choices are limited to cursory or content, although connected to tasks.	Appropriate CCGPS standards for this lesson are correctly identified. Standards target support for students to comprehend, construct meaning from, interpret and respond to complex texts in content area. Standards choices are appropriate for the needs of the whole class.	Appropriate CCGPS and subject matter standards for this lesson are correctly identified, and detailed information is provided. Standards target support for students to comprehend, construct meaning from, interpret and respond to complex texts in content area. Standards choices align with a focus on learning for a variety of students.
I.C. Student Learning Goal(s)/Objective(s) (Specific skills/ procedures; concepts; reasoning/problem solving/thinking/ oral/written language strategies)	Objectives to match each major component of the lesson are missing or do not promote the development of subject specific understandings.	Objectives are included and generally match most major components of the lesson. Objectives have a limited focus on developing subject specific understandings.	Objectives are included to match major components of the lesson and are constructed without ambiguous language. Objectives express building of skills, facts, procedures, conventions, and subject specific understandings.	Objectives are included to match major components of the lesson, are well-constructed without ambiguous language, and can reasonably be completed within the scope of the lesson. Objectives express creative building of all skills, facts, procedures, and conventions. Objectives promote deep subject specific understandings across the lesson.

I.D. Assessments Pre-Assessment, Formative (Informal) and Summative (Formal) (Note by F or S)	<p>Means of establishing prior knowledge or students' readiness for new content are missing</p> <p>Formal or informal means of assessing and guiding students' learning towards the attainment of objectives throughout the lesson (formative) are ineffective or missing.</p> <p>Summative assessment is a regurgitation of knowledge of material taught; does not require a demonstration of understanding.</p> <p>Assessment adaptations required for IEP/504 plans are not made.</p>	<p>Assess how much of the new content students know; but does not assess how much prerequisite knowledge for the new content students have.</p> <p>One or more effective means of monitoring student learning and assessing student attainment of most objectives is evident throughout the lesson, but may need to use a variety of methods such as performance assessment.</p> <p>Assessments focus only on evidence of students' literal comprehension of content matters.</p> <p>Assessment adaptations required for IEP/504 plans are made.</p>	<p>Assesses prior knowledge and students' readiness for new content.</p> <p>More than two effective means of assessing student attainment of each objective is evident throughout the lesson and clearly explained.</p> <p>Assessments provide data for monitoring students' abilities to respond to complex content matter and evidence of attainment.</p> <p>Assessments are differentiated so students' show understanding in various ways.</p> <p>Modifications for addressing all students are evident.</p>	<p>Uses pre-assessment to link prior/prerequisite knowledge to new content.</p> <p>Varied types of assessments, which evaluate student attainment of each objective, are evident throughout the lesson.</p> <p>Assessments provide specific evidence of students' abilities to construct meaning, interpret, and/or respond to complex content matter.</p> <p>The assessments provide multiple forms of evidence to monitor students' learning.</p> <p>The assessments are strategically designed or differentiated to allow individuals or groups with specific needs to demonstrate their learning.</p> <p>Modifications for addressing all students are evident.</p>
I.E. Materials/Resources (List)	<p>Materials/resources are not identified.</p> <p>Materials/resources needed for both teacher and students are not described.</p> <p>Materials inappropriate for lesson or for instruction.</p>	<p>All materials/resources for both teacher and students are identified.</p> <p>Materials/resources are generally appropriate for instruction.</p>	<p>All materials/resources for both teacher and students are identified and described.</p> <p>All material/resources for both teacher and students are appropriate for whole class instruction</p>	<p>All materials/resources for both teacher and students are identified and described.</p> <p>All materials for both teacher and students are appropriate for lesson and include adaptations for diverse students.</p> <p>Materials/resources for both teacher and students are unique or exceptionally relevant to all students.</p>

II. ACADEMIC LANGUAGE DEMANDS

Performance Criteria	1 - Ineffective	2 – Needs Development	3 – Proficient	4 - Exemplary
II.A. Language Function	<p>Development of oral/written language function is not mentioned.</p> <p>Key learning tasks used to promote student understandings are not outlined.</p>	<p>Development of oral/written language function is limited in explanation.</p> <p>Key learning tasks used to promote student understandings are limited in explanation.</p>	<p>Development of oral/written language function is explained.</p> <p>Key learning tasks used to promote student understandings are outlined.</p>	<p>Development of oral/written language function is fully developed</p> <p>Key learning tasks used to promote student understandings are fully outlined.</p>

II.B. Vocabulary	Content specific terms in support of objectives are not included.	Content specific terms in support of objectives are included.	Content specific terms in support of objectives are included. Terms provide clear understanding of definitions.	Content specific terms are clearly defined. Terms clearly support objectives.
II.C. Language	Discussion of ways in which students will use language (reading, writing, listening, and/or speaking) to participate in learning activities is not included. Language supports are missing or not aligned with the language demands for the learning tasks.	Discussion of ways in which students will use language (reading, writing, listening, and/or speaking) to participate in learning activities is included. Needed instructional supports are identified in brief. Language supports primarily address definitions of vocabulary.	Discussion of specific and varied ways in which students will use language (reading, writing, listening, and/or speaking) to participate in learning activities is included. Needed instructional supports are identified. Language demands include function of vocabulary and discourse/syntax.	Extensive discussion of specific and varied ways in which students will use language (reading, writing, listening, and/or speaking) to participate in learning activities is included. Extensive discussion of candidate support for use of language demands is provided. Needed instructional supports are identified in detail. Supports are strategically designed to address all language demands for students with varying characteristics and language needs.

III. INSTRUCTIONAL STRATEGIES AND LEARNING TASKS

(Description of what the teacher will be doing and what the students will be learning)

Performance Criteria	1 - Ineffective	2 – Needs Development	3 – Proficient	4 - Exemplary
III.A. Launch (source of motivating students)	Source of motivating through “hook” that incorporates student ideas, interests, and/or personal experiences is missing.	Source of motivating through “hook” is effective in incorporating some student ideas, interests, and/or personal experiences.	Source of motivating and engaging through “hook” is effective in incorporating student ideas, interests, and/or personal experiences.	Source of motivating and engaging through “hook” is extremely engaging and effective in incorporating diverse student ideas, interests, and/or personal experiences.
III.B. Instruction	Exact structure of lesson (including depth and length of script) is missing. Candidate does not engage students in developing understanding of the lesson objective(s). Questions through use of Bloom’s Taxonomy are missing. How learning objectives may have been met is missing.	Exact structure of lesson (including depth and length of script) is limited in explanation. Candidate provides limited engagement of students in developing understanding of the lesson objective(s). .Some questions are developed through use of Bloom’s Taxonomy. How learning objectives may have been met is limited in explanation.	Exact structure of lesson (including depth and length of script) is explained. Candidate provides all steps in engagement of students in developing understanding of the lesson objective(s). Questions are developed through use of Bloom’s Taxonomy. Meeting of learning objectives may have been met explained.	Exact structure of lesson (including depth and length of script) is explained in detail. Candidate provides detailed explanation of all steps in engagement of students in developing understanding of the lesson objective(s). Questions are developed through use of all levels of Bloom’s Taxonomy.

				How learning objectives may have been met is fully developed.
III.C. Closure:	<p>A description of steps that will be taken at the conclusion of a lesson to summarize student learning is limited or not included.</p> <p>Reinforcement of lesson the following day or with homework is not included.</p>	<p>A description of steps that will be taken at the conclusion of a lesson to summarize student learning is mentioned but may be unclear or ineffective.</p> <p>Reinforcement of lesson the following day or with homework is included.</p>	<p>A description of steps that will be taken at the conclusion of a lesson to summarize student learning is included.</p> <p>Reinforcement of lesson the following day or with homework is described.</p>	<p>A description of steps that will be taken at the conclusion of a lesson to summarize student learning and help students extend lesson information to make other connections is included.</p> <p>Reinforcement of lesson the following day or with homework is described in detail.</p>
III.D. Differentiated/Planned Support	<p>Discussion about providing access to all students, whether individually or through groups, is not included.</p> <p>Support of students with gaps in prior knowledge is not noted.</p> <p>Feedback is unrelated to learning objectives.</p> <p>Feedback is inconsistent with analysis of student learning.</p>	<p>Discussion about providing access to all students, whether individually or through groups, is included.</p> <p>Support of students with gaps in prior knowledge is noted.</p> <p>General feedback focuses only on errors or strengths.</p>	<p>Discussion about providing access to all students, whether individually or through groups, outlines differentiation strategies.</p> <p>Support of students with gaps in prior knowledge is noted, outlining differentiation strategies.</p> <p>Feedback is more focused on individual student strengths or needs.</p>	<p>Discussion about providing access to all students, whether individually or through groups, outlines creative and sensitive differentiation strategies.</p> <p>Support of students with gaps in prior knowledge is noted, outlining creative and sensitive differentiation strategies</p> <p>Balance of specific feedback on strengths and weaknesses guide student self-evaluation of their own strengths and weaknesses.</p>
III.E. Cultural Responsiveness/ Attention to Global Issues	<p>Curricular or pedagogical efforts to add to existing curriculum/instruction in order to connect global issues to course content are not described or are not appropriate for learners and lesson content.</p> <p>Learning tasks represent a deficit view of students and their backgrounds.</p>	<p>Curricular or pedagogical efforts to add to existing curriculum/instruction in order to connect global issues to course content are noted.</p> <p>Limited attention is paid to personal/cultural/community assets.</p>	<p>Curricular or pedagogical efforts to add to existing curriculum/instruction in order to connect global issues to course content are explained, include varied perspectives, and are appropriate for learners and lesson content.</p> <p>Concrete examples of personal cultural/community assets are presented.</p>	<p>Curricular or pedagogical efforts to add to existing curriculum/instruction in order to connect global issues to course content are explained and efforts move the lesson toward transformative multicultural education.</p> <p>Continuous examples of persona/cultural/community assets are presented and grounded in discussion of theory or research (e.g., goes beyond "name dropping").</p>
III.F. Adaptations and Modifications	Students with IEPs, 504 Plans or those who are participating in the RTI process are not identified.	Students with IEPs, 504 Plans or those who are participating in the RTI process are identified.	Students with IEPs, 504 Plans or those who are participating in the RTI process are identified.	Students with IEPs, 504 Plans or those who are participating in the RTI process are identified.

	No specific modifications or adaptations are being followed.	No specific modifications or adaptations are being followed.	Support is provided and any specific medication or adaptation is followed.	Support is provided and any specific medication or adaptation is followed. These students are integrated seamlessly into class activities.
III.G. Use of Technology	Technology is not mentioned or adequately incorporated or the lack thereof is not explained.	A basic form of technology is used in the classroom in a standard way (i.e., Power Point), to enhance student learning. If technology is not used, candidate has inadequately explained why it is not necessary for the lesson,	A basic form of technology is used in the classroom in a standard way and you have incorporated other technology to support your lesson (e.g., original sound bites, streaming videos, digital/scanned pictures or others) to enhance student learning Students use some forms of technology to demonstrate understanding, transfer of learning and attainment of objectives. If technology is not used, candidate has adequately explained why it is not necessary for the lesson.	Various forms of technology are incorporated into in the lessons routinely by the candidate in ways that are particularly engaging to students, facilitate and enhance student learning. P-12 students use various forms of technology incorporated into the lessons to demonstrate understanding, transfer of learning and attainment of instructional objectives.

IV. Reflection

Performance Criteria	1 - Ineffective	2 – Needs Development	3 – Proficient	4 - Exemplary
IV.A. Review/Reflection	Explanation of research-based activities to promote learning are absent. Planned, or examples of assessment types and items do not match instructional objectives.	Explanation of research-based activities to promote learning are limited. Citations from specific research are limited. A match between some planned assessment types listed and instructional objectives. Planned assessment lacks variety	Explanation of research-based activities to promote learning is thorough Citations from specific research are provided for adequate coverage of research. A match exists between planned assessment listed and instructional objectives. Variety of assessment types is planned	Explanation of research-based activities to promote learning are thorough and extensive. Citations from specific research support each point made in paper. A match exists between planned assessment and instructional objectives. Variety of assessment types, differentiating tasks, and group activities are planned

Revised July 10, 2019



Clayton State University Teacher Education

Lesson Plan Guiding Questions

(Use a blank lesson plan template for developing a lesson plan.)

CSU Lesson Plan Reference	Performance Criteria	Guiding Questions
I. I. A	LEARNING CENTRAL FOCUS Central Focus:	What is the central focus or the overarching concept(s)/understandings that students should acquire/develop from this lesson? What is/are the essential question(s) for the content addressed in this lesson plan?
I. B	Content Standard(s)	What GSE or GPS standard(s) are most relevant to the learning objectives? What SPA standards are most relevant?
I. C	Student Learning Goal(s)/Objective(s):	What are the specific skills/procedures, concepts, or reasoning/problem solving/thinking/oral/written language strategies that students will be able to demonstrate by the end of the lesson?
I. D	Assessments:	<p><i>Pre-Assessment:</i> What assessments will be used to elicit prior knowledge/skills necessary to understand the new material in this lesson/unit? How many students can already demonstrate that knowledge/skills? Attach assessments or list assessment items to be used.</p> <p><i>Formative Assessment:</i> What are the specific assessments in this lesson that will be used during instruction to monitor students' learning of the lesson objective(s)? Note that formative assessments include those assessments used to support teacher and student understanding of what has or has not been mastered during the learning process. Formative assessment can include informal or formal assessments. Attach assessments or list examples of assessment items to be used and appropriate modifications.</p> <p>Summative assessments include the comprehensive and final evidence gathered at the end of a unit or course. Are various methods of assessment used to ensure that all students have opportunity to demonstrate their learning? Attach assessments or list assessment items to be used.</p>
I. E	Material/Resources (list):	What materials do the teacher AND the students need for this lesson? List all materials/resources. (Example: handouts, task sheets, maps, PowerPoints, slide shows, Lab equipment, laptops, manipulatives). Be sure to cite your references in APA Style.

II.	ACADEMIC LANGUAGE DEMANDS	Remember to plan for language demands and language function throughout the lesson.
II. A.	Language Function	What language functions are essential for students in this content area? What key learning tasks from your lesson plan provide students with the opportunity to practice using the identified language function(s)? (See the edTPA Content Area Handbook for more information on language function.)
II. B	Vocabulary:	What content specific terms do students need to support learning of the objective(s) for this lesson? Include all vocabulary and definition of terms used to negotiate the lesson within the lesson plan. (List examples of Discipline-specific words).
II. C	Language Demands/Language Supports:	Given the language functions and the key learning tasks identified above, what other academic language demands (vocabulary, functions, discourse, and/or syntax) are used by students to advance learning? What instructional supports are needed that will help students understand and use the language function? List the language supports you will use and how the supports will help advance learning for all students. (Example: graphic organizers, guided notes)
III.	INSTRUCTIONAL STRATEGIES AND LEARNING TASKS	
III. A	Launch: (____ minutes)	How will you start the lesson to engage and motivate the students (the hook)?
III. B	Instruction: (____ minutes)	What exact structure (step-by-step plan) do you have for implementing this lesson? List teacher and student actions. How long will each part of the lesson take?
III. C	Closure: (____ minutes)	How will you end the lesson by reinforcing what they have learned through extending the lesson to the following day or through homework assignments? Example: Teacher or student summarization, Ticket out of the door.
III. D	Differentiation/Planned Support:	How will you differentiate instruction, based on content, process, or product? How will you differentiate groups based on interest, learning styles, or readiness? What planned supports are used for the needs of the whole class and differentiated for the needs of specific groups or individual students?
III. E	Cultural Responsiveness/Attention to Global Issues:	What/how will you add to your curriculum/instruction to meet the diverse cultural needs of students in this lesson? What students' experiences, cultural backgrounds, practices and interest will you connect the lesson to?
III. F	Adaptations/Modifications:	How will you adapt or modify your lesson to accommodate individual learners with special needs? LIST modifications for students with IEPs, 504 plans, and those who are participating in the RTI process.
III. G	Use of Technology:	How are students using technology to meet learning objectives? How will you use technology to enhance student learning?
IV.	REFLECTION Review:/Reflection	What pedagogical research did you consider when choosing the activities/tasks/etc. for this lesson? Cite specific research to support your answer. Are assessments planned varied enough to enable all students demonstrate that they have attained the learning objectives? Do the assessments proposed match the instructional objectives addressed in this lesson?



Clayton State Teacher Education Lesson Plan Template

CSU Lesson Plan Reference	Teacher Candidate:		Date:	CSU Course #:
	Content Area:	Grade Level:	Lesson Title:	
	Performance Criteria			
I.	LEARNING CENTRAL FOCUS			
I. A	Central Focus:			
I. B	Content Standard(s):			
I. C	Student Learning Goal(s)/Objective(s):			
I. D	Assessments: Pre-assessment, Formative & Summative Assessment			
I. E	Material/Resources (list):			
II.	ACADEMIC LANGUAGE DEMANDS			
II.A	Language Function:			
II. B	Vocabulary:			
II. C	Language Demands/Language Supports::			
III.	INSTRUCTIONAL STRATEGIES AND LEARNING TASKS			
III. A	Launch:			
III. B	Instruction:			

III. C	Closure:	
III. D	Differentiation/Planned Support:	
III. E	Cultural Responsiveness/Attention to Global Issues:	
III. F	Adaptations/Modifications:	
III. G	Use of Technology:	
IV.	REFLECTION	
IV. A	Review./Reflection	

Revised May 2018