

Rubric: Weekly Plans

updated 10/2013

| Levels/Criteria | Unacceptable (0-1) | Acceptable (2-3) | Target (4-5) |
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| <p>Objectives for the lesson plans are written in behavioral or performance terms, specify learning outcomes, and should be aligned with assessments.</p> | <p>All or most objectives are not written in behavioral or performance terms and are not aligned with assessments. Learning outcomes are not specified.</p> | <p>All objectives are written in behavioral or performance terms and are aligned with assessments. Most learning outcomes are specified.</p> | <p>All objectives are written in behavioral or performance terms, based on state frameworks, and are developmentally appropriate for students. All objectives are aligned with assessments and all learning outcomes are clearly specified.</p> |
| <p>Procedures explain what the teacher and the students will do to meet the objectives in the lesson plans. Explain pre-assessment measures used prior to planning.</p> | <p>Procedures do not explain what the teacher and the students will do to meet the objectives of the lesson plans. Pre-assessment measures are not explained.</p> | <p>Procedures clearly explain what the teacher and the students will do to meet lesson objectives. Pre-assessment measures are explained.</p> | <p>Procedures clearly and thoroughly explain what the teacher and the students will do to meet the objectives of the lesson. Pre-assessments are appropriate for lessons and are clearly explained in lesson plans.</p> |
| <p>Various types of materials, technology, and resources that will be used to enhance lessons are included. Materials should show initiative and creativity.</p> | <p>Materials, technology, and resources needed for lessons are not included in lesson plans.</p> | <p>All materials, technology, and resources used in lessons are included in lesson plans. Materials show some initiative and creativity.</p> | <p>A variety of appropriate materials, technology, and resources used in lessons are included in lesson plans. Materials show much initiative and creativity and are used effectively to enhance lessons.</p> |
| <p>Informal and formal assessments, which are aligned with objectives, are included in the lesson plans. Assessments accommodate developmental and/or educational needs of students.</p> | <p>Informal and formal assessments are not included in lesson plans and/or are not aligned with objectives or meet the developmental and/or educational needs of students.</p> | <p>Informal and formal assessments are included in lesson plans and are aligned with objectives. Assessments attempt to accommodate the developmental and/or educational needs of students.</p> | <p>Informal and formal assessments are included in lesson plans and all assessments are aligned with objectives. Informal and formal assessments are planned to effectively accommodate the developmental and/or educational needs of students.</p> |

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| <p>Lesson plans are submitted on time and contain all required components: objectives (written in behavioral or performance terms and aligned with assessments), Procedures (detailed and sequential), Materials/Technology, and Assessments (informal and formal assessments that are aligned with objectives).</p> | <p>Lesson plans do not contain all required components.</p> | <p>Lesson plans are submitted on time and include all required components.</p> | <p>Lesson plans are submitted on time. Plans include all required components, are very detailed, and show evidence of much time and effort.</p> |
| <p>Conventions: Grammar, Punctuation, and Mechanics</p> | <p>Overall assignment includes four or more spelling, punctuation, capitalization, grammar, and paragraphing errors.</p> | <p>Overall assignment is free from most spelling, punctuation, capitalization, grammar, and paragraphing errors. Submission may include no more than three errors.</p> | <p>Overall assignment is free from all or no more than two spelling, punctuation, capitalization, grammar, and paragraphing errors. Writing exemplifies professionalism and effective writing skills.</p> |