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|  | **4 - Highly Effective** | **TARGET 3 - Effective** | **2 - Minimally Effective** | **1 - Ineffective** |
| Leveled Expectations | *This is the level expected upon completion of pre-service teacher program. The assignment contains all of the elements in a final, well-developed lesson plan.* | *This is the level at which most pre-service teachers present. The basic elements of the assignment are included but needs development for depth.* | *The assignment is developing but not yet at a level that could be considered basic.* | *Multiple parts of the lesson plan are missing or incomplete.* |
| Content  20% | The lesson presented was interesting, relevant, and rigorous content. The material was connected to OTHER subject areas. The lesson includes multiple perspectives of ways of thinking about content and addresses ranges of ability and background knowledge. | The lesson covers adequate content for thorough, accurate lesson delivery and practice. The lesson Includes appropriate activities and successful attempt is made to connect material to authentic student experiences. | Some minor inaccuracies may be present. Material was not relevant or of interest to student. Some content may be repetitive or incomplete. | There were too many inaccuracies. Content is uninteresting and engaging. The breadth or depth of examination of content is inadequate. No apparent attempt was made to connect material to students’ lives. |
| Instructional Strategies 20% | Multiple strategies are integrated to engage individuals and groups to high performance and mastery through active learning. Strategies not only lead to knowledge of content but problem-solving skills development. | Suitable strategy(ies) are indicated and applied to promote active learning. Strategies allow for variation in activity, including independent and collective exploration of content. Strategies include more than one representation of the content that accounts for differentiation of instruction. | A single, effective strategy is employed in a way that ensures that students are able to construct accurate understanding of concepts. | A single strategy is used that does not allow for independent or collective construction of knowledge accurately. |
| Assessment 15% | The lesson includes opportunities for formative assessment(s) that enhance delivery. Summative assessment not only accurately measures mastery but presents opportunity for enhanced lesson delivery. | The assessment of the lesson accurately conveys student mastery and understanding. The candidate acknowledges the potential for facilitating and enhancing student learning evidenced by the assessment. | Assessment of lesson mastery and understanding of most of the material is applied. There is no indication that future lesson presentation will be enhanced based on the assessment. | Assessment is missing or inaccurate, too easy or too difficult, therefore not providing opportunity for candidate/teacher to understand, change, or revise instruction. |
| Organization and Development 15% | The information is highly organized; a very well-constructed and complete lesson, adequately addressing multiple learning styles and attention to individual student learning needs. | The information is contained in solid, organized lesson plans, at the minimum attending to different learning style needs. | The information is basic, but lacks essential elements. Material adequately presents the content and material in a way that many students can be successful. | The information is disorganized and incomplete. Content is not age or grade level appropriate. |
| Integration of Technology 10% | Technology is integrated to maximize student success through pedagogy, content, delivery, assessment, and research. | Technology is integrated to maximize student learning through pedagogy, content, and delivery. | Technology is integrated to enhance content delivery. | Technology is not integrated or only as an instructional aid. |
| Integrated Curriculum Standards 10% | Standards are addressed in the Lesson Plan – grade and content level appropriate. Standards are appropriately linked to the lesson content objectives and delivery. Multiple standards are integrated and to enhance extended learning. | Standards are included as stated in expectations and are linked to the lesson content objectives, assessment, and delivery. | Some standards are included, but not appropriate to lesson/content. There are too few or too many to address objectives. | No standards were integrated into the lesson plan. |
| Resources  5% | Materials are listed completely. Multiple additional resources, such as field trips, guest speakers, and supplementary artifacts are included.  References are listed in APA style. | Materials are listed completely. Supplementary artifacts are included. References are provided. | Materials are listed completely. One other resource and/or supplementary artifact is included.  References are minimal or not provided. | Materials or additional resources are not listed/included. |
| Mechanics  5% | There are no grammatical or spelling errors. | There are three or fewer grammatical or spelling errors. | There are four to six grammatical, punctuation, or spelling errors. | Grammatical and spelling errors inhibit effective lesson plan presentation. |

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|  | **1 - Ineffective** | **2 - Minimally Effective** | **TARGET 3 - Effective** | **4 - Highly Effective** |
| Leveled Expectations | *Multiple parts of the lesson plan are missing or incomplete.* | *The assignment is developing but not yet at a level that could be considered basic.* | *This is the level at which most pre-service teachers present. The basic elements of the assignment are included but needs development for depth.* | *This is the level expected upon completion of pre-service teacher program. The assignment contains all of the elements in a final, well-developed lesson plan.* |
| Content  20% | There were too many inaccuracies. Content is uninteresting and engaging. The breadth or depth of examination of content is inadequate. No apparent attempt was made to connect material to students’ lives. | Some minor inaccuracies may be present. Material was not relevant or of interest to student. Some content may be repetitive or incomplete. | The lesson covers adequate content for thorough, accurate lesson delivery and practice. The lesson Includes appropriate activities and successful attempt is made to connect material to authentic student experiences. | The lesson presented was interesting, relevant, and rigorous content. The material was connected to OTHER subject areas. The lesson includes multiple perspectives of ways of thinking about content and addresses ranges of ability and background knowledge. |
| Instructional Strategies 20% | A single strategy is used that does not allow for independent or collective construction of knowledge accurately. | A single, effective strategy is employed in a way that ensures that students are able to construct accurate understanding of concepts. | Suitable strategy(ies) are indicated and applied to promote active learning. Strategies allow for variation in activity, including independent and collective exploration of content. Strategies include more than one representation of the content that accounts for differentiation of instruction. | Multiple strategies are integrated to engage individuals and groups to high performance and mastery through active learning. Strategies not only lead to knowledge of content but problem-solving skills development. |
| Assessment 15% | Assessment is missing or inaccurate, too easy or too difficult, therefore not providing opportunity for candidate/teacher to understand, change, or revise instruction. | Assessment of lesson mastery and understanding of most of the material is applied. There is no indication that future lesson presentation will be enhanced based on the assessment. | The assessment of the lesson accurately conveys student mastery and understanding. The candidate acknowledges the potential for facilitating and enhancing student learning evidenced by the assessment. | The lesson includes opportunities for formative assessment(s) that enhance delivery. Summative assessment not only accurately measures mastery but presents opportunity for enhanced lesson delivery. |
| Organization and Development 15% | The information is disorganized and incomplete. Content is not age or grade level appropriate. | The information is basic, but lacks essential elements. Material adequately presents the content and material in a way that many students can be successful. | The information is contained in solid, organized lesson plans, at the minimum attending to different learning style needs. | The information is highly organized; a very well-constructed and complete lesson, adequately addressing multiple learning styles and attention to individual student learning needs. |
| Integration of Technology 10% | Technology is not integrated or only as an instructional aid. | Technology is integrated to enhance content delivery. | Technology is integrated to maximize student learning through pedagogy, content, and delivery. | Technology is integrated to maximize student success through pedagogy, content, delivery, assessment, and research. |
| Integrated Curriculum Standards 10% | No standards were integrated into the lesson plan. | Some standards are included, but not appropriate to lesson/content. There are too few or too many to address objectives. | Standards are included as stated in expectations and are linked to the lesson content objectives, assessment, and delivery. | Standards are addressed in the Lesson Plan – grade and content level appropriate. Standards are appropriately linked to the lesson content objectives and delivery. Multiple standards are integrated and to enhance extended learning. |
| Resources  5% | Materials or additional resources are not listed/included. | Materials are listed completely. One other resource and/or supplementary artifact is included.  References are minimal or not provided. | Materials are listed completely. Supplementary artifacts are included. References are provided. | Materials are listed completely. Multiple additional resources, such as field trips, guest speakers, and supplementary artifacts are included.  References are listed in APA style. |
| Mechanics  5% | Grammatical and spelling errors inhibit effective lesson plan presentation. | There are four to six grammatical, punctuation, or spelling errors. | There are three or fewer grammatical or spelling errors. | There are no grammatical or spelling errors. |