

SEED Lesson Plan Assessment Rubric

2014

Point total /100	Unacceptable (0-5 points)	Developing (6-7 points)	Proficient (8-9 points)	Exemplary (10 points)
Objectives points / 10	Objectives are not identified or not appropriate for the grade level, developmental level, or topic.	Objectives are appropriately identified, but may not be aligned with state/national standards, and may not be specific, observable, and/or measurable.	Objectives are appropriately identified and aligned with state/national standards; objectives are specific, observable, and measurable.	Objectives meet proficient criteria, are clearly stated, and relate to meaningful skills or concepts essential to student learning.
Assessment points x2 / 20	Assessment may be described, but the assessment tool and/or evaluation instrument are not included.	At least one formal assessment tool is included, but the evaluation instrument may be missing. The assessment may not reflect the objectives or may not be appropriate to the topic or grade level.	Formal assessment tool(s) and evaluation instrument(s) are both included. The assessment reflects the objectives and is appropriate to the topic and grade level.	Assessments meet the proficient criteria and reflect a variety of assessment types and/or methods.
Instructional Strategies points x2 / 20	Plan of instruction is so vague or generalized that it is unusable.	Plan of instruction may, at times, be too vague or lacking elements or details necessary for effective delivery of information; instructional strategies may rely too heavily on lecture or worksheets, or may not facilitate the learning goals and objectives.	Plan of instruction is clear and designed to promote critical thinking, inquiry, problem-solving strategies, or creativity; instructional strategies facilitate the learning goals and objectives.	Plan of instruction meets the proficient criteria, utilizes multiple instructional strategies, and includes guiding questions appropriate for engaging students in higher-level thinking.
Structured Application points x2 / 20	Learning activities to engage students are not included or are not appropriate for the grade level or topic.	Learning activities to engage students are included but may not give students clear opportunities for guided and independent practice or inquiry.	Learning activities engage and motivate students with opportunities to demonstrate skills or exhibit conceptual understanding of the learning goals through both guided and independent practice or inquiry.	Student learning activities meet the proficient criteria and include opportunities for remediation and enrichment.
Differentiation points / 10	Plans for accommodating learner differences are not included or not appropriate for student needs.	Plans for accommodating learner differences show a limited understanding of student needs.	Plans for accommodating learner differences are appropriate and specific for a variety of student needs and are designed to facilitate success for a variety of students.	Plans for accommodating learner differences meet proficient criteria and are embedded throughout the wording of the Instructional Strategies and Learning Tasks
Materials points / 10	Materials and resources are not listed or not appropriate.	Materials and resources are listed, but specific titles and/or citation information may not be identified; materials and resources may not be effectively implemented.	Materials and resources are listed with specific citation information; a range of resources and technological tools that effectively implemented by both teacher and students.	Materials and resources meet proficient criteria and are selected and/or designed to meet diverse learning needs.
Writing Conventions points / 10	Organization may lack clear movement or focus, making the ideas difficult to follow. Numerous grammar, usage, spelling, and punctuation errors may significantly impede readability or expected level of professionalism.	Organization is generally clear, but may be poorly formatted. Formal language contains some grammar, usage, spelling, or punctuation errors that may impede readability or expected level of professionalism.	Organization is coherent and clear; formatting and graphic elements support readability. Formal language contains few grammar, usage, spelling, or punctuation errors that do not impede readability.	Organization is coherent, clear, and highly logical, with formatting and graphic elements that strongly support readability. Language is professional, concise, and precise, with no noticeable grammar, usage, spelling, or punctuation errors.