

Scott Johnson Elementary - Lesson Plan Rubric

Name/Date	Accomplished/Distinguished	Proficient	Developing	Improvement Needed
Unit Plan (Linked in Eduphoria for each day of the week)	The Unit Plan includes: Team Smart Goal for the Unit, Essential TEKS, Learning Targets for each Day, Instructional Strategies, Plan for Assessment, Plan for Enrichment/ Intervention, & Accommodations	The Unit Plan includes: Team Smart Goal for the Unit, Essential TEKS, Learning Targets for the week, Instructional Strategies, Plan for Assessment, Plan for Enrichment/ Intervention, & Accommodations	The Unit Plan includes: Essential TEKS, Learning Targets, Instructional Strategies, Plan for Assessment, Plan for Enrichment/ Intervention, & Accommodations	The Unit Plan includes: Essential TEKS, Learning Targets, Instructional Strategies, Plan for Assessment
TEKS (Essential TEKS)	The Essential TEKS are written out and aligned with daily learning targets. TEKS are listed for cross curricular connections.	The Essential TEKS are written out and aligned with daily learning targets.	Some TEKS are listed by number on each day of plan.	TEKS are not known or not aligned with the lessons throughout the week.
Objectives (Learning Targets)	Content & Language Objectives are clearly stated and convey content relevance, student engagement & rigor.	Content & Language Objectives are stated and convey content relevance and student engagement.	Content & Language Objectives are stated and clear.	Content Objective is not stated or is stated, but not clear.
Vocabulary	Vocabulary is selected from essential TEKS strategically and directly tied to multiple lessons throughout the week. Teacher provides various rigorous opportunities for students to learn and apply their word work knowledge.	Vocabulary is chosen from essential TEKS/academic vocabulary and is being used throughout the week. Teacher provides various opportunities for students to learn and apply their word work knowledge.	Vocabulary is chosen from mentor texts or essential TEKS. The teacher provides some opportunities for students to learn the words.	Vocabulary is not known or vocabulary is randomly chosen. There is no evidence of how it is being taught.
Questioning	Opportunities for students to generate questions that lead to further inquiry and promote complex, higher order thinking, and problem solving. Question stems are listed.	Questions that encourage all students to engage in complex, higher thinking and problem solving. Question stems are listed.	Questions promote and encourage all students to engage in complex , higher thinking.	Questions promote limited, predictable or rote response. There are no higher level questions.
Direct-Teach Lesson(s) & Active Engagement	Lessons include new thinking that differentiate for all students. The lessons include scaffolding and rigor to allow students to apply their own strengths and skills to help each other's learning. I Do, We Do, You Do model is represented clearly	Lessons are paraphrased, but also include new thinking in order to meet the needs of most students. The lessons include opportunities for students to be engaged and enhance their own learning. Evidence of I Do, We Do, You Do model.	Lessons are paraphrased from district curriculum to meet the needs of some students. The lessons connect to students' prior knowledge and experiences. The lessons will lead to student compliance.	Lessons are copied from the district curriculum and are not differentiated for the student population. The lessons don't connect with students' prior knowledge.
Teacher Led Small Group Daily 5/3	Teacher indicates daily the students being pulled and what skill is being taught. Evidence of Daily 5/3 rotations is clear and purposeful. Progress monitoring evidence updated regularly & is stored systematically.	Teacher indicates daily the students being pulled and what skill is being taught. Evidence of Daily 5/3 rotations is clear. Progress monitoring system in place & evidence is current.	Teacher has evidence of Daily 5/3 rotations. Some evidence exists of the skill being taught.	Teacher does not indicate which students are being worked with or a focus skill nor has evidence of Daily 5/3
Formative/ Summative Assessment and Goal-Setting	Uses formal and informal assessment to monitor the progress of all students and incorporates assessment data into lesson plans. Students have the opportunity to engage in self- assessment and track their own progress.	Uses formal and informal assessment to monitor the progress of all students and incorporates assessment data into lesson plans.	Provides opportunities to formally and informally assess student understanding throughout the lesson.	Provides opportunity to formally assess student mastery of the content.
ELPS/Language Obj	ELPS are stated and are relevant to content and are cross-curricular.	ELPS are stated and are relevant to content and student engagement	ELPS are listed.	ELPS are not stated or not relevant to content
Materials/ Manipulatives	Evidence of differentiation of materials and manipulatives to be used for all students.	Evidence of some differentiation of materials and manipulatives to be used	Evidence of materials and manipulatives to be used	No or little evidence of materials or manipulatives to be used

Feedback: (Teacher actions to make greatest impact on student learning) Glows and Grows

1.

2.

Date: _____ Feedback submitted by: _____