Lesson Planning

While schools determine the exact nature of your lesson planning, effective instruction and assessment are based on key components. This rubric identifies those key components and allows you to assess your instructional planning.

Rubric for Instructional Plan

Criteria	Exemplary (10 points)	Advancing (6 points)	Developing (3 points)
Standards and Summary Score:	Identifies competencies that will be taught based on career field technical content standards. Provides summary of complete Instructional Lesson Plan. All standards are addressed by the instructional lesson plan described. Plan describes important content and effective process.	Provides summary of lesson plan. Includes competencies that will be taught. Does not address all standards.	Provides summary of lesson plan. Provides no clear connection to standards. Content is important but limited.
Daily plans for Instruction Score:	Describes all objectives and activities. Description is complete and easy to understand. No obvious instructional components needed to address standards are excluded. Plans provide appropriate content taught in effective process and time frame. Plans provide opportunity for individualized instruction and multiple learning styles. Plans use contextual teaching and learning strategies. Instruction reflects current industry practice and teaching pedagogy.	Identifies all objectives and activities. Description is complete and easy to understand. Plans address standards identified. Instruction reflects current industry standards and teaching strategies.	Provides basic description of objectives/activities. Insufficient information is provided to understand some parts of the description. Only one or two of the types of standards have been addressed.
Daily Plan for On-going Assessment	Identifies assessment used for each objective and activity. Clearly describes on-going assessments. Uses a variety of on-going assessments to address objectives. Appropriate documents are attached if needed. Assessment relates to the objective and activities. On-going assessments build student skills and	Identifies assessment used for each objective and activity. Appropriate documents are attached if needed. On-going assessments build student skills and knowledge for final assessment. No evidence of use of multiple on-	Identifies assessment used for each objective and activity. Attaches appropriate documentation. Does not provide for multiple types of assessments and building of skills for

Score:	knowledge for final assessment. Provides multiple types of on-going assessments to provide different ways for students to demonstrate competencies throughout entire instructional process.	going assessments. Some assessments are not related to objectives.	final assessment
Post-Assessment Score:	Clearly describes assessment. Assessment verifies proficiency in all standards identified. Type of assessment used is identified (e.g., performance, short answer, report). Appropriate documentation is attached if needed. Scoring guidelines are described and easy to understand. Rubrics, checklist, or other materials used to score assessment are provided.	Documentation is provided. Assessment is clearly described and determines proficiency for some of the standards. Scoring guidelines are described in limited fashion.	Assessment is described but is not clear. Assessment does not clearly address a majority of the standards. Type of assessment is identified. Scoring guidelines are not provided or are unclear.
Teacher Reflection Score:	Process of evaluation of effectiveness of learning is described. Quantitative and qualitative descriptions of effectiveness are reported. Describes how results of teacher evaluation of learning and effectiveness will inform teacher practice and provide student feedback. Provides additional comments.	Provides discussion of effectiveness of instruction. No details of evaluation details are provided. Describes how students were provided feedback, but does not discuss teacher practice.	Provides general discussion of effectiveness of instruction and assessment. Describes how feedback was given to student. Does not address teacher practice or specific evaluation strategies.