

**UNLV/Department of Teaching & Learning
Elementary Lesson Plan Rubric**

Correlation to The Interstate New Teacher Assessment and Support Consortium (INTASC) Model Core Teaching Standards is indicated for each component.

Lesson Plan Component	Level 3—Target	Level 2—Acceptable	Level 1—Unacceptable
1. State Standards (<i>INTASC 1, 7</i>)			
	Identifies all relevant and applicable content area standards as provided by the Nevada Department of Education.	Identifies most relevant and applicable content area standards as provided by the Nevada Department of Education.	Identifies few relevant and applicable content area standards as provided by the Nevada Department of Education.
2. Teaching Model (<i>INTASC 6, 7, 8</i>)			
	Teaching model listed matches syllabus requirement.	Teaching model not listed.	Teaching model not listed.
3. Objectives (<i>INTASC 4, 5</i>)			
	Objectives are appropriately sourced from district curriculum documents (if possible) and meet all of the “SMART” objective descriptors.	Objectives are appropriately sourced from district curriculum documents (if possible) and meet most of the “SMART” objective descriptors.	Objectives are appropriately sourced from district curriculum documents (if possible) and meet few of the “SMART” objective descriptors.
4. Materials & Resources (<i>INTASC 3, 7</i>)			
	Describes all of the materials and resources required.	Describes most of the materials and resources required.	Lists few of the materials and resources required.
5. Instructional Procedures (<i>INTASC 3, 4, 5, 6, 7, 8</i>)			
a. Motivation/Engagement	Addresses all of the elements of an introduction—establish set, define time, quiet signal, “hook,” motivational techniques, and links to prior knowledge.	Addresses most of the elements of an introduction—establish set, define time, quiet signal, “hook,” motivational techniques, and links to prior knowledge.	Addresses few of the elements of an introduction—establish set, define time, quiet signal, “hook,” motivational techniques, and links to prior knowledge.
b. Activities & Experiences	Follows all steps/phases of the teaching model and clearly outlines teacher and student actions. Lesson process is clearly delineated. Lemov, Kagan, Questioning strategies	Follows most steps/phases of the teaching model and clearly outlines teacher and student actions. Lesson process is satisfactorily delineated.	Follows some steps/phases of the teaching model and outlines some teacher and student actions. Lesson process is unclearly delineated.
c. Closure	Encompasses all of the requirements as described: definite end to lesson, ensures links between current and prior learning, lets students know what to expect in the future, refers back to learning objectives.	Encompasses most of the requirements as described: definite end to lesson, ensures links between current and prior learning, lets students know what to expect in the future, refers back to learning objectives.	Encompasses few of the requirements as described: definite end to lesson, ensures links between current and prior learning, lets students know what to expect in the future, refers back to learning objectives.
d. Extension & Contingency	Provides reasonably planned extensions and contingencies based on the lesson plan description.	Provides either a reasonably planned extension or reasonably planned contingency based on the lesson plan description and omits one.	Does not provide either an extension or contingency plan.

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6. Modifications & Accommodations (<i>INTASC 2, 3, 6, 7</i>)			
	Provides at least two reasonable modifications or accommodations to the lesson that differentiate instruction for diverse learners.	Provides at a reasonable modification or accommodation to the lesson that differentiate instruction for diverse learners.	Does not provide any reasonable modifications or accommodations to the lesson that differentiate instruction for diverse learners.
7. Assessment (<i>INTASC 1, 2, 6, 7</i>)			
	Meets all of the requirements as detailed in the lesson description and based on field experience level: (follows teaching model, aligned to procedures and objective, reviews for understanding during and after, uses variety, equitable distribution of teaching and learning, formative and summative assessments are listed).	Meets most of the requirements as detailed in the lesson description and based on field experience level: (follows on teaching model, aligned to procedures and objective, reviews for understanding during and after, uses variety, equitable distribution of teaching and learning, formative and summative assessments are listed).	Meets few of the requirements as detailed in the lesson description and based on field experience level: (follows on teaching model, aligned to procedures and objective, reviews for understanding during and after, uses variety, equitable distribution of teaching and learning, formative and summative assessments are listed).
8. Homework (<i>INTASC 6, 7</i>)			
	Meets all of the requirements as provided in the Lesson Description (alignment to objectives, assessment, materials).	Meets most of the requirements as provided in the Lesson Description (alignment to objectives, assessment, materials).	Meets few of the requirements as provided in the Lesson Description (alignment to objectives, assessment, materials).
9. Reflection—if taught in field experience (<i>INTASC 9</i>)			
	In-depth notes relating to strengths, challenges and insights of the lesson plan as well as suggested modifications for future replication.	Notes relating to challenges, strengths, challenges and insights of the lesson plan and suggested improvements for future replication.	Superficial notes relating to either strengths, challenges and insights of the lesson and/or suggested improvements for future replication.
9. Reflection—for methods courses (<i>INTASC 9</i>)			
	Reflects on the advantages and challenges of writing the lesson based in the assigned model for the chosen content. Specific attention is paid to the process of planning the delivery of instruction and evaluation of learning.	Reflects on only the advantages or challenges of writing the lesson based in the assigned model with little regard for the chosen content. Some attention is paid to the process of planning the delivery of instruction and evaluation of learning.	Superficially reflects on writing the lesson based in the assigned model with little regard for the chosen content. Little attention is paid to the process of planning the delivery of instruction and evaluation of learning.