Rubric for Collaborative Lesson Plan Writing

Criteria	Score			
	4 (Exemplary)	**3 (Proficient)**	**2 (Developing)**	**1 (Needs Improvement)**
Objectives	Objectives meet proficient criteria, are clearly stated, and relate to meaningful skills or concepts essential to student learning.	Objectives are appropriately identified and aligned with state/ national standards; objectives are specific, observable, and measurable.	Objectives are appropriately identified, but may not be aligned with state/ national standards, and may not be specific, observable, and/or measurable.	Objectives are not identified or not appropriate for the grade level, developmental level, or topic.
Structured Application	Student learning activities meet the proficient criteria and include opportunities for remediation and enrichment.	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.	Learning activities for students' engagement are included but may not give students clear opportunities for guided and independent practice or inquiry.	Learning activities for students' engagement are not included or are not appropriate for the grade level or topic.
Instructional Strategies	Plan of instruction meets the proficient criteria, utilizes multiple instructional strategies, and includes guiding questions appropriate for engaging students in higher-level thinking, inquiry, problem-solving strategies, creativity, and collaborative	Plan of instruction is clear and designed to promote critical thinking, inquiry, problem-solving strategies, creativity, and collaborative learning; instructional strategies facilitate the learning goals and objectives.	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 so vague or generalized that it is unusable.

	learning.			
Assessment	Assessment may be described, but the assessment tool and/or evaluation instrument are not included.	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.	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.	Assessment may be described, but the assessment tool and/or evaluation instrument are not included.
Materials	Materials and resources meet proficient criteria and are selected and/or designed to meet diverse learning needs.	Materials and resources are listed with specific citation information; a range of resources and technological tools that are effectively implemented by both teacher and students.	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 not listed or not appropriate.
Writing Conventions	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.	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 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 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.
Total				

Interpretation:

1-6 — Needs Improvement   7-12 — Developing   13-18 — Proficient   19-24 — Exemplary