

Lesson Plan Assessment Description and Assessment Rubric

Assignment Description

The Indiana Wesleyan University basic lesson plan format is based on the Direct Instruction lesson planning model. The candidate will utilize concepts in learning theory, curriculum development and instructional effectiveness to produce lesson plans that are connected to Indiana content and developmental standards, INTASC principles, and the standards of professional associations. While lesson plans may be adapted to fit a wide variety of content areas, teaching situations and instructional methodologies, the basic lesson plan format includes the follow elements: Readiness (goals/objectives, standards, anticipatory set), Instruction (input, modeling, guided practice), Accommodation (addressing the needs of students with exceptional circumstances and conditions), and Assessment (check for understanding, independent practice and closure).

Additionally, each lesson plan includes a final evaluation section for the candidate to self-assess the degree to which the lesson was taught successfully. These self-answer questions are designed to help the candidate think about the instructional process and how it might be improved in future lessons.

The lesson plan design structure is as follows:

DIRECT INSTRUCTION LESSON PLAN

Name _____

READINESS

I. Goal(s)/Objective(s)/Standard(s)

A. Goal(s) – Unit (broad terms)

B. Objective(s) – (specific terms, use action words)
Provide 1.) conditions; 2.) desired learning; 3.) observable behavior; and 4.) accuracy (as necessary)

What do you want the students to know and be able to do by the end of the lesson?

C. Standard(s) – Learned Society/State/District. (Every lesson component must align to the objective.)

II. Anticipatory Set

- This is a “bridge” from the past learning to present learning.
- Must be understood by all: Must be **concrete & visual and at the correct level of difficulty**.

III. Purpose: Must be stated to the students: – **Everyone must understand the intent of the lesson**; i.e. Why do we need to learn this?

INSTRUCTION (Direct)

(Remember Modeling, check for understanding, throughout the lesson)

IV. Lesson Presentation (Input/Output)

- All students must be actively engaged in the learning.
- Include: active participation and questions to be asked (engaged concretely, all learners)
- Include: technology and diversity issues
- Include: modeling/monitoring

V. Guided Practice

- Teacher must model #1, students complete examples with teacher.
- Teacher checks for understanding before students work alone.
- ^a If students lack understanding the teacher must reteach (Option: to the whole class or a flexible group). **Consistently check for understanding throughout the lesson. Checklists are encouraged.**

VI. Closure: **FORMATIVE**. (Concrete Tangible Evidence of Learning.)

(Check for understanding – all students summarize the learning)

Assessment must directly align to the objective

Teacher Decision: What will you do with the data?

Move on?

Reteach?

VII. Independent Practice/Extending the Learning

- If the guided practice has gone well, students are ready to complete an assignment alone.
- The assignment must relate directly to the objective. The teacher must model the assignment.

Summative Assessment. (Teacher Decision time!)

Document outcome.

VIII. Adaptation: Special Needs Students

Remediation – students who didn't master the objective(s)

Enrichment – gifted/mastery students

ESL – mainstreamed

IX. Technology Inclusion

Will technology be utilized to support the learning? If so, how? When?

EVALUATION

Self-Answer Questions

1. How many students achieved the objective? For those that did not, why not?
2. What were my strengths and weaknesses?
3. How should I alter this lesson?
4. How would I pace it differently?
5. Were all students actively participating? If not, why not?
6. What adjustments did I make to reach varied learning styles and ability levels?
 - a. Bloom's Taxonomy
 - b. Gardner's Multiple Intelligences

Formative: Informal assessment of all students. Occurs throughout the lesson (provide tangible artifacts).

Summative: Formal Assessment of all students. Occurs at the end of the lesson (independent practice) or unit of instruction (provide tangible artifact)

Indiana Wesleyan University
Lesson Plan Design and Assessment Rubric

I. Readiness

	Outstanding 4	Competent 3	Emerging Competence 2	Needs Improvement 1
Goals/Objectives/Standards	The lesson plan contains clearly stated content objectives. Objectives are logically connected to appropriate goals and standards and are consistent with lesson activities and assessments.	The lesson plan contains objectives that connect goals and standards with LP activities and assessments.	Lesson objectives are correlated with learning goals and standards. The connection between objectives and lesson activities and assessments is weak or unclear.	Lesson objectives are poorly written and/or have little or no connection to learning goals or standards. Little connection exists between objectives and lesson activities and assessments.
Anticipatory Set	The anticipatory set connects the current lesson with previous and future learning and focuses students' minds and attention on the day's lesson.	The anticipatory set is clear and direct and focuses students' attention on the lesson.	The connection between the anticipatory set and lesson objectives and content is weak or unclear.	The anticipatory set is missing or has little or no connection to the goal or content of the lesson.
Purpose	The statement of purpose has the power to capture the imaginations of students and motivate them to accomplish the expected learning.	The statement of purpose is clearly connected to the content of the lesson and is presented in terms that are easily understood by students.	A statement of purpose is included in the LP, but has little power to motivate students and capture their imaginations.	The statement of purpose is ambiguous or worded so generally that the connection with the content of the lesson is not apparent.

II. Instruction

	Outstanding 4	Competent 3	Emerging Competence 2	Needs Improvement 1
Lesson Presentation	The lesson presentation is clearly designed to actively involve all students for the duration of the learning process. Essential questions are designed to cause students to think deeply and critically about the content of the lesson. Technology is integrated seamlessly and appropriately. The learning needs of all students are accounted for in the presentation section. Teacher modeling and mentoring of students is designed to help all learners understand and master the content of the lesson.	The lesson presentation provides for the active participation of students. Essential questions are listed; provisions for technology and diversity issues are included. The modeling and monitoring of student work and learning sections are included in sufficient detail.	The presentation includes activities that have little relation to the content of the lesson. Essential questions are poorly written or are not adequate for the scope of the lesson. Provisions for technology and diverse students are inadequate. Plans for teacher modeling and mentoring of students could be better developed.	The presentation does not involve the active participation of students. Essential questions are not listed or are unrelated to the content of the lesson. Little or no provision is made for technology or diverse students. Little or no provision is made for modeling or mentoring of students.
Guided Practice	Plans to check for student understanding of the content are an integral part of the lesson, and include frequent questions and other actively engaging forms of formative assessment during guided practice.	The lesson plan includes a plan and the means to check for student understanding of the lesson. A provision is included to reteach all or part of the lesson to all or part of the class.	A guided practice section is included in the lesson plan, but the connection with the lesson presentation and is weak and/or unclear.	Little or no provision is included to check for student understanding or to reteach concepts that elude students during the initial presentation.

	Outstanding 4	Competent 3	Emerging Competence 2	Needs Improvement 1
Closure	Lesson closure is clearly correlated to the content of the lesson and actively engages students in summarizing the essential elements of the lesson.	Lesson closure relates directly to the lesson purpose and/or objective.	Lesson closure is weak and/or poorly written.	Lesson closure is not included, or is not related to the goals and/or content of the lesson.
Independent Practice/ Extending the Learning	Independent practice activities are highly correlated to lesson objectives and content and lead to student mastery.	Assignments or activities are included that provide students with the opportunity to practice learned skills; All activities match lesson objectives.	Independent practice activities are not well conceived and/or written; student accomplishment of IP activities is not likely to result in lesson mastery.	No independent practice activities are included in the lesson, or activities are unrelated to the content of the lesson.

III. Evaluation

	Outstanding 4	Competent 3	Emerging Competence 2	Needs Improvement 1
Self-Answer Questions	Additional self-answer questions are included that specifically address unique lesson content and methodology.	The lesson plan includes all required self-answer questions.		Self answer questions are not included in the lesson plan.
Formative and Summative Assessment	Formative and summative assessment activities are a seamless and integrated part of the lesson. Assessment activities are highly correlated with the goals and objectives of the lesson.	A plan for informal, ongoing assessment throughout the lesson is included. A summative assessment plan is included if appropriate for the lesson.	Assessment activities are included in the lesson, but they are not well correlated to and/or do cover the full range of LP goals and objectives.	The lesson plan does not include assessment activities, or there is little or no correlation between planned assessment activities and lesson goals and objectives.
Adaptations: Special Needs Students	The LP includes differentiated instruction for students with special needs; lesson adaptations are thoughtfully and thoroughly planned and are designed to bring all students into full participation and mastery of lesson goals and objectives.	Plans for differentiating instruction are included; adequate and appropriate adaptations are included for all students who require them.	Lesson adaptations are written generally and/or are not designed to meet specific learning issues of individual students.	Few or no adaptations are included for students with special needs.

Lesson Plan Summative Assessment				Note to Faculty:
I. Readiness		III. Evaluation		While lesson plans submitted for class assignments may be scored on a scale appropriate for the class, LPs submitted for student-teaching admission must be scored on this 40-point scale. In addition, lesson plans submitted with ST applications: a. must include this scale with the individual element scores; and b. Must be signed by a faculty member signifying that the LP meets program quality expectations.
Goals/Objectives/Standards	/4	Self Answer Questions	/4	
Anticipatory Set	/4	Formative and Summative Assessment	/4	
Purpose	/4	Adaptations	/4	
II. Instruction		Total	/40	
Lesson Presentation	/4	<i>Passing = 30/40</i>		
Guided Practice	/4	<i>no individual element score may be < 2</i>		
Closure	/4			
Independent Practice	/4			