

# lesson plan-Rev07



	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Score/Level</b>
Standards	Key standards are referenced. Lesson is guided by standards.	Some relevant standards are referenced. Lesson is influenced by standards. Too many or too few standards are included. (Lesson may name many standards instead of focusing on important, key standards; alternately, lesson may not name relevant key standards).	No standards are mentioned in lesson. Lesson is not related to standards.	
Objectives	Objectives provide a clear sense of what students will know and be able to do as a result of the lesson. All objectives are clearly and closely related to standards. All objectives and activities are appropriate for the intended grade level.	Objectives provide some sense of what students will know and be able to do as a result of the lesson. Most of the objectives are related to standards. Most objectives and activities are appropriate for the intended grade level.	Objectives are missing, unclear, or are unrelated to standards. Objectives and activities are inappropriate for the intended grade level.	
Assessment of Prior Knowledge	The assessment of prior knowledge is appropriate in form and function for the students and content to be taught.	The assessment of prior knowledge is somewhat appropriate in form and function for the students and content to be taught.	The assessment of prior knowledge is somewhat appropriate in form and function for the students and content to be taught or the assessment of prior knowledge is missing.	
Instructional Activities	Activities provide a logical path to meeting objectives. No activities are extraneous or irrelevant. Students of many learning styles and strengths can benefit from activities.	Activities relate to objectives. A few activities may be extraneous or irrelevant. Activities are accessible to students of more than one learning style of strength.	Activities are unrelated to objectives. Many activities are extraneous and irrelevant. No attempt is made to individualize activities for learning styles or strengths.	
Differentiated Instruction	Lesson clearly offers appropriate, creative, and well-integrated challenges for students	Lesson includes some differentiated instruction for gifted students and students	No differentiation of instruction is mentioned.	

	of all levels, including gifted students and students with special needs.	with special needs.		
Assessment	Assessment is directly related to objectives and standards. Assessment provides opportunities for students with varying learning styles and strengths to excel.	Assessment is related to objectives and standards. Assessment is less accessible for students with certain learning styles and strengths.	Assessment is unrelated to objectives and standards.	
Reflection	Reflection is thoughtful and supported by rich, pertinent details; supporting evidence leads to high-level idea development	Reflection is descriptive but not fully explained or supported; repetitive details	Reflection is unclear and/or not well-developed	
Mechanics	Spelling and grammar in lesson plan are flawless.	The lesson plan contains few spelling and grammar errors.	Spelling and grammar are unacceptable.	