

Lesson Plan

Teacher Candidate's Name:

Grade Level/Subject:

Unit Title:

Lesson Title:

Duration:

Learner Outcomes:

Standards: (NJCCCS)

Procedures: (Including Assessments linked to Learner Outcomes)

Modifications/Accommodations:

Materials:

Reflections:

MU TESOL Assessment 3 Scoring Guide: Lesson Plan

Targeting TESOL Standards: 1a; 1b; 2a; 2b; 3a; 3b; 3c; 4a; 4b; 4c; 5a; 5b; 5c

Lesson Plan project

ED 327/ED 583, Dr. Huang

Lesson Plan Rubric

Elements	Not Met	Met	Target	Score
Identifying information 10 TESOL SPA: 1b; 2a; 2b; 3a; 3b; 4b	* Does not identify or inadequately identifies grade level/age appropriateness (subject), proficiency levels using the terms BICS and CALP, and lesson title. *Does not provide some indication that the identifying information is linked to outcomes, standards, and procedures/assessment or inadequately links the information. (1-7)	*Identifies grade level/age appropriateness (subject), proficiency levels using the terms BICS and CALP and lesson title. *Provides some indication that the identifying information is linked to outcomes, standards, and procedures/assessment. (8)	*Explicitly identifies grade level/age appropriateness (subject), proficiency levels using the terms BICS and CALP, and lesson title. *Identifying information is explicitly linked to outcomes, standards, and procedures/assessments (9-10)	
Lesson Duration 5 TESOL SPA: 3a; 3b	*Neither learner outcomes nor procedures can be demonstrated within the time frame that has been identified. (1-3)	*Learner outcomes can be achieved in the time frame that has been identified, but procedures can not be completed or procedures can be implemented, but student outcomes can not be achieved. (4)	*Learner outcomes and procedures can be achieved in the time frame that has been identified. (5)	
Learner Outcomes: Cultural or content learner outcomes; language learner outcomes 15 TESOL SPA: 1b; 2a; 3a; 3b; 4b	* Learner outcomes are not standard based or show no attempt to integrate language skills and content learning; *Learner outcomes are not developmentally appropriate. *Learner outcomes are not measurable. * Learner outcomes are not aligned with national, state, and/or local standards. (1-12)	* Learner outcomes are standard based and attempt to integrate language skills and content learning; * Learner outcomes are appropriate for the subject, but not developmentally appropriate. * An attempt to write a measurable outcome is made, but not fully achieved. * An attempt to align the learner outcomes with	* Learner outcomes are standard based and fully integrate language skills and content learning; *Learner outcomes are written at an appropriate level for grade level/age (subject) as specified in the identifying information. *Learner outcomes are expressed in measurable terms. *Learner outcomes are	

		national, state, and/or local standards is made, but not fully achieved. (12-13)	aligned with national, state, and/or local standards. 14 - 15	
Standards TESOL SPA: 3a; 3b; 4b;	*Identifies appropriate NJCCCS for a few procedures and assessments. * Identifies appropriate TESOL standards for a few procedures and assessments.	*Identified appropriate NJCCC Standards for some procedures and assessments. * identified TESOL standards for some procedures and assessments.	*Identified appropriate NJCCC Standards for all procedures and assessments. *Identified appropriate TESOL Standards for all procedures and assessments.	
Procedures/Assessment: activities that involve thought, communication, and experience (20); use of graphic organizers for organizing and communicating knowledge (10); activities for enrichment (10); alignment between assessments and outcomes (10). 50 TESOL SPA: 1a; 1b; 2a; 2b; 3a; 3b; 3c; 4b; 4c	* Does not activate prior knowledge and does not establish the purpose of the lesson. *Does not include practical application of the content/language material. *Does not engage all learners in the lesson. *Does not employ appropriate and varied strategies to accomplish learner outcomes during the lesson. *Provides no opportunities for student self-reflection. *Does not monitor learner progress throughout the lesson. *Does not incorporate technology into the lesson. (1-39)	*Activates prior knowledge of all learners, but does not establish the purpose of the lesson or establishes the purpose of the lesson, but does not activate prior knowledge. *An attempt to include practical application of the content/language material is made, but not fully achieved. *Engages some learners through active participation in the lesson. *Employs appropriate, but not varied strategies to accomplish learner outcomes during the lesson or employs varied, but not appropriate strategies. *Provides limited opportunities for student self-reflection. *Monitors learner progress at the end of the lesson. *Incorporated technology, but not appropriately in the lesson. (40-44)	*Activates prior knowledge of all learners and establishes the purpose of the lesson. *Includes practical application of the content/language material. *Engages all learners through active participation in the lesson. *Employs appropriate and varied strategies to accomplish learner outcomes during the lesson. * Provides ample opportunities for student self-reflection. *Monitors learner progress regularly throughout the lesson. *Incorporated technology appropriately into the lesson. (45-50)	
Modifications/ Accommodations 5 TESOL SPA: 3a; 4a	*Does not indicate any modifications or accommodations based on demonstrated needs of the learners. (1-3)	*Indicates incorrect modifications/ accommodations. (4)	*Indicates appropriate modifications/ accommodations based on demonstrated needs of the learner. (5)	
Materials: Use of standard based core	*Choose materials that are not standards-based or irrelevant to	*Choose materials that are standards-based and serve the purpose of	*Choose materials that are standards-based and serve the purpose of	

<p>curriculum content area and cultural texts 5</p> <p>TESOL SPA: 3c</p>	<p>language development and content learning; *Does not choose materials that are appropriate for the lesson. *Does not list the materials needed for the lesson. (1-3)</p>	<p>language development or content learning; *Chooses materials that are somewhat appropriate for the outcomes and procedures. *Lists some of the materials needed for the lesson. (4)</p>	<p>language development and content learning; *Chooses appropriate materials based on the outcomes and procedures. *Lists all materials needed for the lesson. (5)</p>	
<p>Reflections 5</p> <p>TESOL SPA: 4c; 5a; 5b; 5c;</p>	<p>*Does not reflect on lesson components or identify strengths and weaknesses. *Does not use reflection to inform future instructional plans. *Does not identify strategies for informing colleagues about learner outcomes and procedures. *Does not identify a professional development goal. (1-3)</p>	<p>*Reflects on lesson components, but does not adequately identify strengths and weaknesses. *Reflects, but does not adequately shape future instructional plans. *Identifies strategies for informing colleagues about learner outcomes and procedures, but does not adequately explain them. * Uses reflection, NJPTS, and TESOL SPA to identify a future professional development goal, but the goal is not aligned with the instructional plan. (4)</p>	<p>*Reflects on lesson components to identify strengths and weaknesses of the various components. *Uses reflections to inform future instructional plans. *Identifies strategies for informing colleagues about learner outcomes and procedures. *Uses reflection, NJPTS and TESOL SPA to identify a future professional development goal. (5)</p>	
<p>Organization and readability 5</p>	<p>Difficult to locate information and hard to understand (1-3)</p>	<p>Easy to follow and locate information, clearly labeled. (4)</p>	<p>Easy to follow and locate information; clearly labeled; professionally presentable. (5)</p>	