**COE Lesson Plan Rubric (Rev 03.23)**

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|  | **Unacceptable** | **Acceptable** | **Target** |
| **1. Curriculum Standards & Objectives: Ohio Learning Standards, and SPA**  COE A2, 4; OSTP 2.3, 4.1; OTES- Instructional Planning- Planning-Focus for Learning and Knowledge of Students;  CPAST A; CAEP-R R1.4; InTASC 10 | The standards are not indicated and/or are not appropriate. | The indicated standards partially align to the tasks, procedures, and assessments. | The indicated standards align with the tasks, procedures, and assessments. |
| **2. Student Learning Goals, Objectives/Target, and Formative Instructional Practice (FIP)**  COE A1, A2, A3, B3, C1; OSTP 1.2, 2.1, 2.2, 2.3, 4.1, 4.3, 6.1; OTES- Instructional Planning- Planning-Focus for Learning and Knowledge of Students;  CPAST A; CAEP-R R1.4; InTASC 10 | The goals and objectives are not indicated and/or are not appropriate. There is no or only a vague link to identified standards.  The stated FIP objectives are not appropriate, measurable, and/or are not stated in student “I can” language. | The goals and objectives partially align to the tasks, procedures, and assessments and/or may not support the identified standards AND/OR  the stated FIP objectives are partially appropriate, measurable, stated in “I can” language, or needs to be made better explained to students. | The goals and objectives are clear and measurable and guide the development of the tasks, procedures, and assessments and support the identified standards.  The stated FIP objectives restate the student objectives in “I can” language that is clear and comprehensible. |
| **3. Academic Language**  COE A4; OSTP 1.2, 1.5, 2.1, 4.1, 4.2, 4.5, 4.7, 5.4, 5.5; OTES- Instruction and Assessment- Lesson Delivery; CAEP-R R1.2; InTASC 4 | Language demands (**function, vocabulary, and discourse**) are not identified, incomplete, or not related to the objectives and/or topic. | Language demands (**function, vocabulary, and discourse**) related to topic and/or objectives are identified. **Function** words/phrases related to the discipline or across disciplines are listed. Specific **vocabulary** words and definitions necessary to understanding the topic are listed. **Discourse** demand(s) of the lesson related to the receptive and productive use of language may not be identified. | All three language demands (**function, vocabulary, and discourse**) related to the topic and/or objectives are identified. **Function** words/phrases related to the discipline or across disciplines are listed. Specific **vocabulary** words and definitions necessary to understanding the topic are listed. **Discourse** demand(s) of the lesson related to the receptive and productive use of language are identified. |
| **4. Meeting Individual Needs:**  **Accommodations/Modifications for IEPs and 504 Plans**  COE A1, A5, B1, B2, B3; OSTP 1.4, 1.5, 4.3, 4.5, 4.6, 5.1, 5.2, 6.1; OTES-Instructional Planning- Differentiation;  CPAST D; CAEP-R R1-1; InTASC 1, 2, 3 | Accommodations and modifications are not addressed, demonstrate lack of understanding of the two and/or their alignment with the lesson standards and objectives, and/or will not enable students to meet the stated objective(s). | Legal and specified accommodations or modifications from students’ IEPs and 504 plans are somewhat followed to help students meet the lesson objectives or focus.  Accommodations or modifications are made, but could be stronger.  \*Use pseudonyms for student names to protect privacy. | All legal and specified accommodations or modifications from students’ IEPs or 504 plans help students meet the lesson objectives or focus.  If accommodations are made, they include changes in the testing environment, instructional procedures, or classroom presentation that provide access to course content and maintain the amount or complexity of the information taught.  If modifications are made, they alter the curriculum and result in the child being taught something different or being taught the same information but with the complexity of the material significantly altered from that being taught to the child’s age and grade level peers. Modifications can be made to classroom materials and/or performance expectations of the student.  \*Use pseudonyms for student names to protect privacy. |
| **5. References to Research, Theories, and Theorists in the Areas of Academic Language,**  **Assessment, Instructional Process, Meeting Individual Needs**  COE 4, 2; OSTP 1.1, 1.2, 1.5, 2.1, 3.3, 4.1, 4.2, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.4, 5.5;  CPAST I, M; CAEP-R R1.4; InTASC 10 | Accurate and relevant examples of research, theory, and/or theorists are not addressed. | Accurate and relevant examples of research, theory, and/or theorists are employed in the appropriate areas to justify the planning for academic language, instructional processes, meeting individual needs, safety and climate issues, and/or assessment. | Accurate and relevant examples of research, theory, and/or theorists are employed in the appropriate areas to justify the planning for academic language, instructional processes, meeting individual needs, safety and climate issues, and/or assessment. Appropriate theory(ies)/theorist(s) are clearly identified. |
| **6.A. Instructional Process: Set/Motivation**  COE A1, A3; OSTP 1.1, 1.2, 1.4, 1.5, 2.3, 2.4, 2.5, 4.2, 5.5; OTES- Instructional Planning-Prior Content Knowledge, Sequence, Connections, CAEP-R R1.3, R 1.8; InTASC 6, 7 | Set/motivation is missing or inadequate. | The set/motivation is aligned with the standards and objectives. The set/motivation engages student interest, links to past lessons, and contains some reference to students’ academic, social, and/or cultural characteristics, as well as their prior knowledge, strengths, and weaknesses. | The set/motivation is clearly aligned with the standards and objectives. The set/motivation engages student interest, links to past lessons, and considers students’ academic, social, and/or cultural characteristics, as well as their prior knowledge, strengths, and weaknesses. |
| **6.B. Instructional Process:**  **Strategies, Procedures, Tasks including Differentiated Instruction, Equitable and Inclusive Practices**  COE A1, A4. B3, C1, C2, C3; C5; OSTP 1.1, 1.2, 1.3 1.4, 1.5, 2.1, 2.2, 2.5, 3.5, 4.1 4.2, 4.3, 4.4, 4.5, 4.6 4.7, 5.4, 5.3, 5.5, 6.1; OTES-Instructional Planning- Prior Content Knowledge, Sequence, Connections and Instruction and Assessment- Differentiation;  CPAST D; CAEP-R R1.2, R1.3, R 1.8; InTASC 4, 5, 6, 7 | The strategies, procedures, and/or learning tasks are missing, are not aligned with the standards, objectives, and assessment and/or do not provide appropriate and challenging learning for students. | The strategies, procedures, and/or learning tasks are described are generally aligned with the standards, objectives, and assessment. They are organized and delivered in ways that provide clear, appropriate, challenging learning for students. Instructional procedures address the range of student diversity, including developmental needs, learning preferences, backgrounds, prior experiences, interests, and context. Independent, collaborative, small group, and whole-class instruction are used to support individual learning. | The strategies, procedures, and/or learning tasks are described in detail, are thoroughly aligned with the standards, objectives, and assessment. They are organized and delivered in innovative and relevant ways that provide clear, appropriate, challenging learning for all students. Instructional procedures address the range of student diversity, including developmental needs, learning preferences, backgrounds, prior experiences, interests, and context. Independent, collaborative, small group, and whole-class instruction are used effectively to support individual learning. |
| **6.C: Instructional Process:**  **Closure and/or Extension**  COE C3, C5; OSTP 5.3; OTES- Instructional Planning-Prior Content Knowledge, Sequence, Connections, CAEP-R R1.2, R1.3, R 1.8; InTASC 5, 6, 7 | The stated closure and/or extension plans are missing, incomplete, and/or inappropriate. | The stated closure activities bring the lesson to a close and align with the standards and objectives. The closure may offer extensions and accommodations for student diversity. | The stated closure activities bring the lesson to an appropriate close, offer appropriate extensions, align with the standards and objectives, and accommodate for student diversity. |
| **7. Materials, Resources, and Technology (Including: print, non-print, manipulatives and technology)**  COE A4, 1; OSTP 4.2, 4.7, 5.3, 6.1; OTES- Instruction and Assessment- Resources;  CPAST B, H; CAEP-R R1.3, R 1.8 | The instructional materials, resources, and technology are either inappropriate or nonexistent. | The instructional materials, resources, and technology are somewhat aligned to the objectives, are varied and appropriate to student ability levels. | The instructional materials, resources, and technology are clearly aligned to the objectives, are varied and appropriate to student ability levels, and actively engage students. |
| **8. Assessment**  COE A5, C.4; OSTP 3.1, 2.2, 3.2, 3.3 3.4, 3.5, 4.4, 5.3, 5.4; OTES- Instructional Planning- Assessment Data;  CPAST C, J, L; CAEP-R R1.4; InTASC 10 | Assessments are not aligned to standards/ objectives. Assessment plan does not include formative and/or summative assessment.  Rubrics and/or other assessment documents including scoring guide are not included. | Assessments are measurable and align with standards/ objectives.  Both formative (progress monitoring and instructive feedback given to students during the lesson) and summative assessments (evidence of student learning collected at the end of the learning segment) are present.  Rubrics and/or other assessment documents including scoring guide are included. | Assessments are measurable and clearly aligned to standards/ objectives.  Both formative (progress monitoring and instructive feedback given to students during the lesson) and summative assessments (evidence of student learning collected at the end of the learning segment) are present.  Rubrics and/or other assessment documents including scoring guide are included. Student choice and/or consideration of differentiation is evident.  Accommodations and modifications are addressed. |
| **9. Reflection/Analysis of Teaching**  COE D1, D2; OTES- Professionalism-Professional Responsibilities; CAEP-R R1.4; InTASC 10  **Note:** *If you are not able to teach this lesson, discuss the types of things you would consider when evaluating your lesson.* | The reflection does not describe how this experience can be used to improve student learning in future instruction in relation to lesson goals. | The reflection clearly describes how this experience can be used to improve student learning in future instruction in relation to lesson goals. | The reflection accurately describes how this experience can be used to improve student learning in future instruction in relation to lesson goals. Data-driven decisions for future instruction are addressed. |