**COE Lesson Plan Rubric**

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|  | **Unacceptable**  | **Acceptable**  | **Target**  |
| **1. Curriculum Standards & Objectives: Ohio Learning Standards**CPAST A | The standards are not indicated and/or are not appropriate. | The indicated standards partially align to the tasks, procedures, and assessments. | The indicated standards clearly align with the tasks, procedures, and assessments. |
| **2. Student Learning Goals, Objectives/Target, and Formative Instructional Practice (FIP)**CPAST A | 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/ORthe stated FIP objectives are partially appropriate, measurable, stated in “I can” language, or needs to be explained better 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. Materials, Resources, and Technology (Including: print, non-print, manipulatives and technology)**CPAST B, H | The instructional materials, resources, and technology for both teacher and student(s) are either inappropriate or nonexistent. | The instructional materials, resources, and technology for both teacher and student(s) are partially aligned to the objectives, are varied and appropriate to student ability levels. | The instructional materials, resources, and technology for both teacher and student(s) are clearly aligned to the objectives, are varied and appropriate to student ability levels, and actively engage students. |
| **4. Assessment**CPAST C, J, L | Assessments are not aligned to standards/ objectives. The 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 align 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. |
| **5. Differentiated Methods: Meeting Individual Needs through** **Accommodations and/or Modifications**CPAST D | Vague or no mention of learner needs; fails to address students with IEP’s, 504 plans, gifted and talented students or social-emotional/behavioral needs.No evidence of UDL principles, or principles are misappliedNo differentiation evident, or only one area (content, process, or product) is addressedFails to include accommodations/modifications, or suggestions are inappropriate for learner needs | Identifies some diverse learner needs (e.g., students with IEPs, 504 plans, gifted learners or social-emotional/behavioral needs) but provides limited descriptions.Mentions UDL principles but with limited application or general strategies.Differentiation is addressed in at least two areas (content, process, or product) with basic strategiesLists appropriate accommodations/modifications but lacks details about how they will be implemented in the lesson.\*Use pseudonyms for student names to protect privacy. | Clearly and comprehensively identifies academic, behavioral, and social-emotional needs of a range of learners, including students with IEPs, 504 plans, gifted/talented, and those needing SEL support.Explicitly integrates UDL principles with specific strategies tailored to the lesson, ensuring proactive access and engagement for all students.Thoughtfully differentiates in all three areas (content, process, and product) with detailed strategies that are developmentally appropriate\*Use pseudonyms for student names to protect privacy. |
| **6. Academic Language** | 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. |
| **7.A. Instructional Process: Set/Motivation**CPAST D | Set/motivation is missing or vague. | 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. |
| **7.B. Instructional Process:****Strategies, Procedures, Tasks including Differentiated Instruction**CPAST D | 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 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 abilities, 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 abilities, 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. |
| **7.C. Instructional Process:****Closure and/or Extension**CPAST D | 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 according to student abilities. | The stated closure activities bring the lesson to an appropriate close, offer appropriate extensions, align with the standards and objectives, and accommodate for student abilities. |
| **8. Connections to Research and Theory** CPAST I, M | Accurate and relevant examples of educational research, theory, and/or theorists are not addressed.  | Accurate and relevant examples of educational research, theory, and/or theorists are included 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 educational research, theory, and/or theorists are included in the appropriate areas to justify the planning for academic language, instructional processes, meeting individual needs, safety and climate issues, and/or assessment.  |
| **9. Reflection/Analysis of Teaching** **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.  |

*(Last Revised: 03/25)*