Regis General Lesson Plan Rubric

Student Name: _____ Course: _____
Instructor Name: _____ Session/Year: _____

This rubric is for use with lesson plans created using the Regis template. For specific information about each element, refer to the *Expert's Guide to Lesson Plans* on the Regis website.

Criteria	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	Pts. x % =
Basic Information: **Title** **Content Area** **Grade** **Duration**	Required elements are missing.	All required elements are given, but not all are correct.	All required elements are clearly identified; activities are appropriate for class period(s) of stated length.	All required elements are clearly identified; activities are appropriate for class period(s) of stated length; amount of time for each activity is specified.	
Foundations of Instruction: **State Content Standards (SCS) Benchmarks** **Objectives** *Discipline Knowledge Proficiency*	Appropriate SCS and benchmarks are missing or incomplete. Objectives are unclear or stated incorrectly or in non-behavioral terms..	Appropriate SCS and benchmarks for subject area content are given, but lack specificity to lesson. Some objectives stated incorrectly or in non-behavioral terms.	All specific SCS and benchmarks for subject area content are given. All objectives stated in behavioral terms and align with SCS and benchmarks.	All specific SCS and benchmarks for subject area content are given; LP task aligned with specific performance-based standard. All objectives stated in behavioral terms and align with and clearly support SCS and benchmarks.	
Pre-Assessment/ Activating Background Knowledge	Pre-assessment is missing or vaguely relates to lesson objectives and post-assessment.	Pre-assessment is somewhat related to lesson objectives and post-assessment and attempts to activate students' background knowledge.	Pre-assessment is related to lesson objectives and post-assessment and activates students' background knowledge.	Pre-assessment is specifically related to lesson objectives and post-assessment and effectively activates students' background knowledge.	
Assessment: **Formative** **Summative**	Assessment formats may be unclear or not relevant to lesson objectives.	Assessment formats are clearly described and somewhat relevant to lesson objectives.	Assessment formats are specifically described, directly relate to SCS and lesson objectives, and are measurable.	Assessment formats are specifically described, directly relate to SCS and objectives, are measurable; specific assessment tool is provided.	
Resources: **Materials** **Technology Integration**	Resources and materials are incomplete. No technology used.	Some resources and materials lack specific details. Technology integration attempted but does not clearly support lesson objectives and SCS.	All resources and materials are listed in detail; all appropriate bibliographic info is given. Technology integration clearly supports lesson objectives and SCS.	All resources/materials are listed in detail; all appropriate bibliographic info cited in APA format. Technology integration clearly supports lesson objectives and SCS in a creative and challenging way.	
Adaptations: **Differentiation/ UDL Considerations**	Vague or no reference to differentiation/modifications is given.	Incomplete differentiation is given. Description of learning barriers and modifications may be unclear or missing.	Specific differentiation is provided, including description of learning barriers and appropriate modifications.	Specific differentiation is provided for each lesson task as necessary, including description of learning barriers and thoughtful	

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Preparing Class for Lesson	Vague reference to conduct is given.	General references to conduct are given.	Specific expected behaviors and transitions are given.	modifications. Specific and clearly defined expected behaviors and transitions are given.	
Teaching/Writing the Lesson: **Motivation/ Anticipatory Set**	Vague reference to anticipatory set is given.	Anticipatory set is related to objectives but is teacher oriented, lacking student input.	Anticipatory set is related to lesson objectives and is student oriented.	Anticipatory set is specifically related to lesson objectives, student oriented, and gains student interest in under 5 min.	
Teacher Input, Modeling, Check for Understanding (TIMC)	Activities are unclear or unrelated to SCS and objectives; little evidence of TIMC.	Activities relate to SCS and objectives; some evidence of TIMC.	Activities clearly relate to SCS and objectives, TIMC fully developed.	Activities clearly relate to SCS and objectives; TIMC is creative, fully developed to meet student needs; inquiry strategies given.	
Guided Practice	Teacher assistance not evident.	Weak evidence of students directly under teacher supervision.	Appropriate guided and monitored practice somewhat developed	Appropriate guided and monitored practice fully developed.	
Independent Practice	Independent practice unclear.	Independent practice assigned without explanation of purpose.	Relevant independent practice assigned with purpose explained.	Relevant independent practice assigned with purpose explained as a fully developed extension of lesson.	
Review/Re-Do	Review is missing or does not reinforce concepts taught.	Review reinforces some concepts taught.	Review reinforces concepts taught so students must apply what they learned.	Review reinforces concepts taught so students must apply what they learned in a creative way.	
Closure *Instruction, Critical Thinking & Learning Theory Proficiencies*	Closure is unclear.	Closure is vague, lacks detail and relevance.	Closure is detailed; has purpose and relevance.	Closure is a detailed, effective summary, review, or wrap-up of lesson in under 5 min.	
Notes/Reflections	Notes and reflections are provided but unclear.	General comments about the lesson are given.	General comments about the lesson are given; some relevant changes suggested.	Specific changes or strengths about the lesson are given for future use.	
Conventions *Communication Proficiency*	Numerous errors cause lack of clarity or readability.	Many mechanical errors are present; readability is not affected.	Few mechanical errors are present; readability is not affected.	Virtually free of mechanical errors (grammar, spelling, usage, punctuation).	
				TOTAL SCORE:	