

Elementary Education Methods Lesson Plan Rubric

CATEGORY	Unacceptable	Acceptable	Competent	Exemplary
Curricular Area				
Reading, Writing and Oral Language – Candidates demonstrate a high level of competence in the use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas (ACEI 2.1)	Non-Applicable			Applicable
Science - Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science. (ACES 2.2)	Non-Applicable			Applicable
Mathematics – Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation. (ACEI 2.3)	Non-Applicable			Applicable
Social studies – Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. (ACEI 2.4)	Non-Applicable			Applicable
Fine Arts - Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts	Non-Applicable			Applicable

(dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students. (ACEI 2.5)				
Health education – Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health. (ACEI 2.6)	Non-Applicable			Applicable
Physical education – Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students. (ACEI 2.7)	Non-Applicable			Applicable
Standards from at least 2 curricular areas (ACEI 3.1)	Not Met			Met
Type of objective is identified. (knowledge/skill)	Not Met			Met
Lesson Plan Content				
Lesson plan integration - Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community (ACEI 3.1)	Lesson plans are not integrated with other curricular areas.	Lesson plans integrate at least 2 curricular areas.	Lesson plans integrate at least 3 curricular areas.	Lesson plans integrate four or more curricular areas.
Lesson plan alignment – Candidates make connections across curriculum and curricular goals (ACEI 3.1) Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the to foster active engagement in learning. (ACEI 3.4)	Lesson plans does not align instruction and practice with standards	Lesson plan aligns some instruction, and practice, with standards .	All areas in the lesson plan somewhat aligns instruction and practice with standards	All areas of instruction and practice are aligned with standards.

Lesson assessments – Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student (ACEI 4.0)		Lesson plan contains appropriate assessment for objectives target.	All assessments and standards are aligned.	All assessments and standards are aligned.
Lesson plan procedures	Lesson plan lacks organization or logical sequencing.	Lesson plan exhibits some organization and sequencing.	Lesson plan procedure exhibits organization and sequencing as instructed.	Lesson plan procedure is well thought out and logically sequenced.
Reflections for professional growth –Candidates continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally (ACEI 5.1)	Reflections are incomplete and no supporting evidence is provided to support conclusions.	Reflections are general. Some detail is provided.	The majority of reflections provide detail to support conclusions, but not in great depth.	All reflections are complete and well developed. Supporting detail is provided for conclusions.
Reflections connect to class content and research – Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning (ACEI 5.1)	Reflections do not make connections between observations, class discussions, text and research.	Reflections connect practicum observations to some class discussions and text, but is not connected to research.	Reflections connect practicum observations to class discussions, text and research, but not in depth.	Reflections thoroughly connect observations in the practicum to class discussions, text and research.
Technology – Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students (ACEI 3.2) Candidates understand and use a variety of teaching strategies that encourage elementary students’	Does not utilize technology.	Encourages students to use learning and work processing software.	Understands and applies diverse technology in support of full range of student processing continuum.	Applies diverse technology to encourage and support individual student learning and teacher creative and

development of critical thinking and problem solving (ACEI 3.3) Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom (ACEI 3.5)				administrative tasks.
Integration and alignment with PASS – Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community (ACEI 3.1)	Lesson Plan does not align with Priority Academic Student Skills	Lesson Plan superficially aligned with Priority Academic Student Skills	Lesson Plan implements some alignment with PASS and there is some integration across more than 1 curricular area.	Lesson Plan has cohesive alignment and integration with Priority Academic Student Skills across multiple curricular areas.
School Practicum Information				
Title I School	Not Applicable			Applicable
Grade Level – 1-2	Not Applicable			Applicable
Grade Level – 3-4	Not Applicable			Applicable
Grade Level – 5-6	Not Applicable			Applicable
Grade Level – 7-8	Not Applicable			Applicable