

Name _____

Date(s) _____

SPED Lesson Plan Rubric

***Scores will be based on written lesson plan and on lesson delivery**

- SCORING KEY:** 3 - Achieved: performed successfully
 2 - Developing: showing growth, evolving
 1 - Beginning: initial stage, needs more time to develop skills

<p>1. Unit/Lesson Overview -- Brief descriptions of the unit and lesson; relevant state standards</p> <p>3-The descriptions of the unit and lesson are clear and appropriate for this group of students. The standard(s) cited is/are complete. The choice indicates reflective thought and a high level of knowledge about the particular group of students and the curriculum. 2- Something is missing. 1-Very limited in scope, needs significant improvement.</p>	Score
<p>2. Unit and Lesson Goals, written in measurable, observable terms (such as IEP goal format)</p> <p>3-The expected outcomes are appropriate for this group and are written in measurable, observable terms. The written explanation reflects an informed awareness of the learners' needs; IEP goals and objectives were considered. 2-Further explanation may be needed. 1-The expected outcomes may be inappropriate for this group of students. The outcomes are not measurable or observable.</p>	Score
<p>3. Vocabulary</p> <p>3-Relevant vocabulary is identified; accurate, student-friendly definitions are provided. The specific needs of English learners and students with special needs are addressed. 2-Some element is missing or needs further explanation. 1-The vocabulary selected seems to be inappropriate for this lesson and/or particular group of students.</p>	Score
<p>4. Materials</p> <p>3-Appropriate materials for the lesson/students are listed. The teacher has reviewed materials to determine if there are needs that may not be addressed by the program materials. There is excellent match between goals/objectives, worksheets and activities. 2-Materials list appears incomplete. 1-No materials listed, or materials/resources do not align with the goals or other aspects of the lesson.</p>	Score
<p>5. Methods</p>	
<p>5a. Anticipatory Set</p> <p>3-The set provides students with an initial motivation and focus for the lesson. It may be an energetic review of previous learning that is important to the understanding of the current lesson. The set may tap prior knowledge or experience. The students must be told why this lesson is important as appropriate to their developmental level. The written explanation is clear and detailed. 2-The set could be improved with further reflection and input from other professionals. 1-The set is weak as explained. Significant improvement is needed. The meaning of set may need to reviewed and/or discussed with other professionals.</p>	Score
<p>5b. Introduce and Model New Knowledge (with Timelines)</p> <p>3-A detailed outline of the procedures/input the students will experience is provided. Evidence of differentiated instruction/UDL is apparent. Estimated time for each section of the lesson will be provided. The lesson ends with a review and may preview the next lesson. 2-A detailed outline may be provided, but estimated times are missing. 1-The outline is lacking detail.</p>	Score

5c. Provide Guided Practice	Score
<p>3-During the lesson the students receive differentiated practice with the concept under the thoughtful guidance of the teacher. Basically, the teacher has the students do something that will allow them to practice the concept with the teacher nearby to give feedback. The written description is complete.</p> <p>2-The description is incomplete in some aspect.</p> <p>1-Very minimal explanation or use of guided practice.</p>	
5d. Provide Independent Practice	Score
<p>3-Independent practice is aligned explicitly with the lesson and is appropriate for this group of students (i.e., differentiated)</p> <p>2-The independent practice is incomplete in some way.</p> <p>1-The independent practice is incompatible with the remainder of the lesson.</p>	
5e. Provide Closure	Score
<p>3-Closure is aligned explicitly with the lesson</p> <p>2-The closure is incomplete in some way.</p> <p>1-The closure is incompatible with the remainder of the lesson or is missing.</p>	
6. Assessment	Score
<p>3-The assessments reflect explicit alignment to the lesson and is appropriate for assessing the goals of the lesson; formative and summative assessments are noted.</p> <p>2-Further explanation is needed.</p> <p>1-The assessments used need to be improved.</p>	
7. Classroom/Behavior Management Strategies	Score
<p>3-The classroom and behavior management system is described in detail and is appropriate for this group of students.</p> <p>2-The classroom and behavior management system is described but may need more details or the management system may need to be modified for this group of students.</p> <p>1-The description is minimal. A complete understanding of the importance of a management system may be lacking.</p>	
8. Supports for Students with Disabilities and/or English Learners	Score
<p>3-All elements of the requested information have been addressed demonstrating a strong knowledge base; accommodations/modifications are appropriate and aligned with students' IEPs or 504 plans and meet student needs for support.</p> <p>2-Something is missing or lacks detail.</p> <p>1-The information provided is significantly incomplete or there is a mismatch between the support provided and actual student needs.</p>	
9. Lesson Reflection	Score
<p>3-The written responses to the questions are complete and demonstrate a high level of self-reflection.</p> <p>2-Some improvement is needed.</p> <p>1-There is minimal response to the requested questions and a minimal understanding of the reflective process.</p>	
10. Spelling/Grammar	Score
<p>3-The lesson plan is written with few or no spelling/grammar errors.</p> <p>2-Spelling/Grammar could improve.</p> <p>1-Several spelling/grammar errors are evident.</p>	

Total: _____ / 42