

Phase 2 Lesson Plan Rubric

Directions:

Use this rubric to determine if you have completed all the elements of the lesson plan.

As you evaluate your peers' or your own lesson plan, also look carefully at the rubric below. The description in each box should help you determine how well the lesson plan meets the criteria. If you can't decide between two scores in a category, choose the higher one. Be sure to read all of the cells describing each element before you begin to rate a lesson plan.

Category	Weak (1)	Fair (2)	Good (3)	Excellent (4)
Students and setting	There is very little information about the students and the setting.	One or two elements are missing, so it's difficult to understand who the students are and/or what their setting is.	Most elements are included. It's possible to have an idea of who the students are, but it is not easy to visualize the class.	All elements are fully described: Students' age, grade level, previous English experience; type of institution, number of students in the class, class meetings per week, length of each class meeting. It's clear who the students are, and we can visualize their class.
Lesson background	There is almost no information about the background. It's unclear how this lesson fits in with what happened before or with what will come after this lesson.	There is some information about the background, but it's hard to visualize what happened before and/or after this lesson.	There is enough information about the background to visualize what happened either before or after the lesson, but not both. The background is not completely or clearly described.	The background of this lesson is clearly described. We can visualize what happened in the class before (if this is not the first lesson) and after the lesson (if this is not the final lesson).
Learning objectives/ expected results	The learning objectives/ expected results are unclear. The level on Bloom's taxonomy is not appropriate. We don't know what the students are supposed to be learning.	The learning objectives and results may not be clear or may not be measurable. Level(s) on Bloom's taxonomy are included but may not be completely appropriate. We have some idea of what the students are supposed to be learning, but not much.	The learning objectives and results are clear enough to have an idea of what students are supposed to be learning. The level(s) on Bloom's Taxonomy are adequate. It's somewhat easy to visualize exactly what students are supposed to understand or demonstrate that they know.	The learning objectives/ expected results are clear. The level(s) on Bloom's taxonomy are given and are appropriate. We can easily visualize what the students are supposed to understand or demonstrate that they know.



Materials and sources (may include required video and readings for the week)	Materials are not listed, or realia or authentic materials are not used. Instructions or handouts are incomplete. Sources for material are not given.	Most of the materials are listed, and include authentic materials or realia, but instructions or handouts may be incomplete or missing. Only some sources are listed. It would be hard for others to find the material easily.	All of the materials are listed and described, along with where to find or make most of them. Materials include realia and/or authentic materials. Other teachers can figure out how to make or find these materials with some effort.	All of the materials and the sources for the materials are listed and described clearly, including authentic material or realia, worksheets or handouts, and instructions. It is easy to tell what the teacher should use. Other teachers could make or find the materials easily.
Procedures and timing	The steps in the activity don't make sense. The amount of time given for the lesson is too long or too short. The lesson is missing one or more of the required course topics.	Steps in the lesson mostly make sense, but some may be missing, or the amount of time is too long or too short. The course topics are used poorly. It's difficult to visualize how the lesson will proceed.	The steps in the activity are clear, and a teacher can follow them. The lesson uses all of the course topics, though they may not be used very well. The time seems either a bit too long or too short. It's possible to visualize how the lesson will proceed, but it's not easy.	Steps in the activity are clear and make sense. The right amount of time is allocated. The lesson uses all of the course topics (authentic materials, pair/group work, critical/creative thinking, and learner feedback) appropriately. We can visualize how the lesson will proceed.
Learner feedback/formative assessment	The description of the feedback/assessment is minimal. The assessment does not fit the learning objectives.	Some feedback and assessment are present, but they may not be clear or may not assess the success of the lesson.	Feedback is present. The assessment is connected to the learning objectives, but it does not provide enough information about how well students have met the objectives in the lesson.	The feedback is appropriate. The assessment is clear, closely tied to the objectives, and will provide good information about how well students have met the learning objectives in the lesson.
Reflection	Very few changes from the Phase 1 Lesson Plan are given. The changes are minimal or are not improvements. The reflection only describes how 1 or 2 of the required topics have been incorporated into the lesson.	The reflection briefly mentions the changes in this lesson plan, and gives a little bit of detail about why this plan is better. The reasons are not convincing. The reflection describes how the required topics have been incorporated, but not why they were included in this lesson.	The reflection explains the changes in this lesson plan and why this plan is better. The reasons are only somewhat convincing. The reflection describes how the required topics have been incorporated into the lesson, but without enough detail to clearly understand why the topics were chosen.	The reflection explains in detail the changes and improvements in this lesson plan. The explanation is very clear and reasonable. The reflection also describes clearly how and why the required topics have been incorporated into the lesson. The description makes sense.

