

LESSON PLAN RUBRIC

Name of teacher
being evaluated: _____

TSC/SDMS: _____

Name of evaluator: _____

TSC/SDMS: _____

As you evaluate a peer's lesson plan, check off all sections that appear. If there are any missing sections, it should be noted on this evaluation and discussed with the teacher.

Criteria/ Component	Exceeding Expectations (Exemplary) 4 points	Meeting Expectations (Standard) 3 points	Approaching Expectations (Developing) 2 points	Below Expectations (Needs Improvement) 1 point	Peer/ Evaluator's score
Lesson Overview	Tailored all components to their class and provided elaborations to explain how different learners will be accommodated. Clearly elicits KSVA in the lesson learning outcomes.	Completed tasks as outlined in the lesson plan. All components with major headings were covered. Elicits achievable lesson learning outcomes.	One or two key aspects are missing. Changes to the provided lesson are not consistent with the learning outcomes of the lesson.	Multiple key aspects are missing. Changes to the provided lesson are not consistent, vague or unclear, with the lesson's learning outcomes.	
Lesson Development	Created a correct adaptation of the Intro that sets an achievable pace for learning. Lesson development brings out the learning outcomes, and conclusion to consolidate learning. Teacher created learning resources and activities to	Suitable lesson set induction/Intro. Lesson development brings out the learning outcomes, and conclusion to consolidate learning. Teacher considered the number of learners in class and adequately	Lesson is missing one or two key components (Intro, lesson development, conclusion, assessment, summary statement), or did not account for the number of learners and their needs. Or they	Lesson is missing multiple key components (Intro, lesson development, conclusion, assessment, summary statement), or did not account for the number of learners and their	

	meet the needs of most learners in class and successfully divided them into workable groups. Managed technology needed for activities.	divided them into workable groups. Managed technology needed for activities.	might have challenges in planning or organising groups, or challenges in managing use of technology.	needs. Also, challenges in planning or organising groups, and challenges in managing use of technology.	
Use of ABRA	Selected an appropriate activity for the goal(s) of the lesson, and adjusted levels or activity to meet the needs of different learners. Activity is consistent with CBC goals. Paces lesson, provides clear instructions, allocates sufficient time for exploration and learning stations activities.	Selected an appropriate activity for the goal(s) of the lesson. Activity is consistent with CBC goals. Allocates time, and explanation for exploration and learning stations activities.	Selected an appropriate activity for the goal(s) of the lesson but did not provide adequate time or explanation regarding the activity. Alignment with CBC goals are unclear. Limited evidence of ABRA opportunities in the plan.	Challenges in selecting an appropriate activity for the goal(s) of the lesson, and/or was inadequately managed. Activity is inconsistent with CBC goals.	
Differentiation	Created own differentiation learning activities, and provided rationale, to accommodate different learners' needs in own classroom.	Use the provided differentiation learning activities to accommodate different learners' needs.	Only one attempt to differentiate activities to meet the needs of learners (ex: only accounted for one type of time takers).	No attempt to differentiate.	
Lesson Reflection	Comprehensive reflection for each of the four required instances. Reflections provide evidence with specific detail from the lesson. Insights on how to improve. Address peer's feedback directly.	Provided a reflection for each of the four required instances (2 self, 1 peer, and 1 post-peer feedback). Some concrete examples with details showing evidence of from class.	Missing one required reflection. Statements too brief or do not provide any examples and evidence.	Missing one or more of the reflections required. Incomplete statements or thoughts, and irrelevant or inaccurate content.	

Final score: _____ / 20



Peer/evaluator reflection and feedback: _____

