

**Ramapo College of New Jersey
Teacher Education & Certification Program**

Lesson Plan Rubric (Part A)

Category	0 – Non-existent	1 – Insufficient	2 – Approaches Sufficiency	3 – Sufficient	4 – More than Sufficient
<p>A. NJ Student Learning Standard/s</p> <p>Standards Alignment- InTASC: 4, 7 NJPST: 4, 7 CAEP: R1.2, R1.3, R2.3, R3.2, R3.3, R5.1, R5.2</p>	<p>__ Lesson plan did not include learning standards.</p>	<p>__ All learning standards did not align with student learning objectives. __ Learning standards did not include one or more of the following: specific identification of the standard, number, or full wording.</p>	<p>__ Some, but not all, of the learning standards aligned with student learning objectives. __ Learning standards did not include one or more of the following: specific identification of the standard, number, or full wording.</p>	<p>__ All learning standards aligned with student learning objectives. __ Learning standards included all of the following: specific identification of the standard, number, and full wording.</p>	<p>__ All learning standards aligned with student learning objectives and were interdisciplinary. __ Learning standards included all of the following: specific identification of the standard, number, and full wording.</p>
<p>B. Purpose</p> <p>Standards Alignment- InTASC: 4, 7 NJPST: 4, 7 CAEP: R1.2, R1.3, R2.3, R3.2, R3.3, R5.1, R5.2</p>	<p>__ Lesson plan did not include a purpose.</p>	<p>__ Purpose was unrelated to the content, student learning objectives, and learning standards of the lesson.</p>	<p>__ Purpose was unrelated to either the content, student learning objectives, or learning standards of the lesson.</p>	<p>__ Purpose was related to the content, student learning objectives, and learning standards of the lesson.</p>	<p>__ Purpose was directly related to the content, student learning objectives, and learning standards of the lesson. Purpose represented higher order thinking skills.</p>
<p>C. Student Learning Objective/s</p> <p>Standards Alignment- InTASC: 4, 7 NJPST: 4, 7 CAEP: R1.2, R1.3, R2.3, R3.2, R3.3, R5.1, R5.2</p>	<p>__ Lesson plan did not include student learning objectives.</p>	<p>__ Learning objectives were not clear or focused. __ Learning objectives were not developmentally appropriate nor measurable. __ Learning objectives did not contain the required components: condition, behavior, or criteria.</p>	<p>__ Learning objectives were somewhat clear. __ Learning objectives were either not developmentally appropriate or measurable. __ Learning objectives contained all required components - condition, behavior, and criteria - but only one of three were identified correctly.</p>	<p>__ Learning objectives were clear and focused. __ Learning objectives were developmentally appropriate and measurable. __ Learning objectives contained all required components - condition, behavior, and criteria - but only two of three were identified correctly.</p>	<p>__ Learning objectives were clear, focused, and incorporated synthesis and analysis of ideas. __ Learning objectives were developmentally appropriate and measurable. __ Learning objectives contained all required components - condition, behavior, and criteria - and all three were identified correctly.</p>
<p>D. Delivery of Lesson Plan Content/Procedures</p> <p>Standards Alignment- InTASC: 7, 8 NJPST: 7, 8 CAEP: R1.3, R2.3, R3.2, R3.3, R5.1, R5.2</p>	<p>__ Lesson plan did not include procedures.</p>	<p>__ Procedures did not support the learning objectives and had little or no defined structure. __ Two or more of the following were not clearly explained: motivation/hook, activation of prior knowledge, learning activities, or closure.</p>	<p>__ Procedures supported the learning objectives but did not include nor clearly explain one of the following: motivation/hook, activation of prior knowledge, learning activities, or closure.</p>	<p>__ Procedures supported the learning objectives and included and clearly explained all of the following: motivation/hook, activation of prior knowledge, learning activities, and closure.</p>	<p>__ Procedures supported the learning objectives and included and clearly explained all of the following: motivation/hook, activation of prior knowledge, learning activities, and closure. __ Procedures furthered critical thinking and/or engaged problem solving.</p>
<p>F. Assessment/s</p> <p>Standards Alignment- InTASC: 6 NJPST: 6 CAEP: R1.3, R2.3, R3.2, R3.3, R5.1, R5.2</p>	<p>__ The lesson plan did not include assessment/s.</p>	<p>__ One or more assessment/s did not align with student learning objectives. __ Assessment/s contained no clear criteria for acceptability.</p>	<p>__ All assessment/s aligned with student learning objectives. __ One or more assessment/s contained no clear criteria for acceptability.</p>	<p>__ All assessment/s aligned with student learning objectives. __ All assessment/s contained clear criteria for acceptability.</p>	<p>__ All assessment/s aligned with student learning objectives. __ All assessment/s contained clear criteria for acceptability.</p>

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		__ Assessment/s did not provide evidence of every student's learning.	__ Assessment/s did not provide evidence of every student's learning.	__ Assessment/s provided evidence of every student's learning.	__ There was evidence of variety, including summative and formative assessments. __ Assessment/s provided evidence of every student's learning.
<p>G. Instructional Material/s</p> <p>Standards Alignment- InTASC: 4, 8 NJPST: 4, 8 CAEP: R1.2, R1.3, R2.3, R3.2, R3.3, R5.1, R5.2</p>	<p>__ Lesson plan did not include instructional materials. __ Lesson plan did not cite print and online materials used.</p>	<p>__ Lesson plan included an incomplete list of instructional materials. __ Lesson plan cited print and online materials used, but materials were unrelated to the content, student learning objectives, or procedures.</p>	<p>__ Lesson plan included a complete list of instructional materials. __ Materials were limited to only the required textbook or worksheets. __ Lesson plan cited print and online materials used. __ Materials were related to the content, student learning objectives, or procedures. __ Materials were not cited in either standard APA, MLA, or Chicago/Turabian format.</p>	<p>__ Lesson plan included a complete, chronological list of instructional materials that furthered the student learning objectives. __ Materials included more than the required textbook and worksheets. __ Lesson plan cited print and online materials used. __ Materials were related to the content, student learning objectives, or procedures. __ Materials were cited in either standard APA, MLA, or Chicago/Turabian format.</p>	<p>__ Lesson plan included a complete, chronological list of instructional materials that furthered the student learning objectives. __ Materials included a wide variety of resources, such as alternative texts, technology, or manipulatives. __ Lesson plan cited print and online materials used. __ Materials were related to the content, student learning objectives, and procedures. __ Materials were cited correctly in either standard APA, MLA, or Chicago/Turabian format.</p>

Comments:

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Supplemental Lesson Plan Rubric (Part C)

Category	0 – Non-existent	1 – Insufficient	2 – Approaches Sufficiency	3 –Sufficiency	4 – More Than Sufficient	Not Applicable
<p>*A1. Differentiation: English Language Learners</p> <p><i>*If applicable</i></p> <p>Standards Alignment- InTASC: 2, 7 NJPST: 2, 7 CAEP: R1.1, R1.3, R2.3, R3.2, R3.3, R5.1, R5.2</p>	<p>__ Lesson plan provided no evidence of differentiation for ELL’s learning styles and needs.</p>	<p>__ Lesson plan provided evidence of differentiation, but not for every ELL student’s learning styles and needs.</p> <p>__ One or more differentiated approaches did not align with ELL student needs.</p>	<p>__ Lesson plan provided evidence of differentiation for every ELL student’s learning styles and needs, but one or more strategies did not align with student needs.</p>	<p>__ Lesson plan provided evidence of appropriate differentiation for every ELL student’s learning styles and needs.</p>	<p>__ Lesson plan provided evidence of appropriate differentiation for every ELL student’s learning styles and needs.</p> <p>__ Such differentiation furthered critical thinking and/or engaged problem solving.</p>	
<p>A2. Differentiation: Struggling Readers and/or Underperforming Students</p> <p>Standards Alignment- InTASC: 2, 7 NJPST: 2, 7 CAEP: R1.1, R1.3, R2.3, R3.2, R3.3, R5.1, R5.2</p>	<p>__ Lesson plan provided no evidence of differentiation for every struggling reader’s and/or underperforming student’s learning styles and needs.</p>	<p>__ Lesson plan provided evidence of differentiation, but not for every struggling reader’s and/or underperforming student’s learning styles and needs.</p> <p>__ One or more differentiated approaches did not align with student needs.</p>	<p>__ Lesson plan provided evidence of differentiation for every struggling reader’s and/or underperforming student’s learning styles and needs, but one or more strategies did not align with student needs.</p>	<p>__ Lesson plan provided evidence of appropriate differentiation for every struggling reader’s and/or underperforming student’s learning styles and needs.</p>	<p>__ Lesson plan provided evidence of appropriate differentiation for every struggling reader’s and/or underperforming student’s learning styles and needs.</p> <p>__ Such differentiation furthered critical thinking and/or engaged problem solving.</p>	
<p>A3. Differentiation: Advanced and/or Gifted Students</p> <p>Standards Alignment- InTASC: 2, 7 NJPST: 2, 7 CAEP: R1.1, R1.3, R2.3, R3.2, R3.3, R5.1, R5.2</p>	<p>__ Lesson plan provided no evidence of differentiation for every advanced and/or gifted student’s learning styles and needs.</p>	<p>__ Lesson plan provided evidence of differentiation, but not for every advanced and/or gifted student’s learning styles and needs.</p> <p>__ One or more differentiated approaches did not align with student needs.</p>	<p>__ Lesson plan provided evidence of differentiation for every advanced and/or gifted student’s learning styles and needs, but one or more strategies did not align with student needs.</p>	<p>__ Lesson plan provided evidence of appropriate differentiation for every advanced and/or gifted student’s learning styles and needs.</p>	<p>__ Lesson plan provided evidence of appropriate differentiation for every advanced and/or gifted student’s learning styles and needs.</p> <p>__ Such differentiation furthered critical thinking and/or engaged problem solving.</p>	
<p>A4. Differentiation: Students with Different Learning Styles</p> <p>Standards Alignment- InTASC: 2, 7 NJPST: 2, 7 CAEP: R1.1, R1.3, R2.3, R3.2, R3.3, R5.1, R5.2</p>	<p>__ Lesson plan provided no evidence of differentiation for every student’s unique learning styles and needs.</p>	<p>__ Lesson plan provided evidence of differentiation, but not for every student’s unique learning styles and needs.</p> <p>__ One or more differentiated approaches did not align with student needs.</p>	<p>__ Lesson plan provided evidence of differentiation for every student’s unique learning styles and needs, but one or more strategies did not align with student needs.</p>	<p>__ Lesson plan provided evidence of appropriate differentiation for every student’s unique learning styles and needs.</p>	<p>__ Lesson plan provided evidence of appropriate differentiation for every student’s unique learning styles and needs.</p> <p>__ Such differentiation furthered critical thinking and/or engaged problem solving.</p>	
<p>*B. Accommodations (students with IEPs, 504 plans, etc.)</p> <p><i>*If applicable</i></p> <p>Standards Alignment- InTASC: 2, 7 NJPST: 2, 7 CAEP: R1.1, R1.3, R2.3, R3.2, R3.3, R5.1, R5.2</p>	<p>__ Lesson plan provided no evidence of accommodations aligned with student learning needs, as per IEPs, 504 plans, etc.</p>	<p>__ Lesson plan provided evidence of accommodations aligned with student learning needs, as per IEPs, 504 plans, etc., but not for every student’s learning needs.</p>	<p>__ Lesson plan provided evidence of accommodations aligned with student learning needs, as per IEPs, 504 plans, etc., but one or more strategies did not align with student needs.</p>	<p>__ Lesson plan provided evidence of accommodations aligned with every student’s learning needs, as per IEPs, 504 plans, etc.</p>	<p>__ Lesson plan provided evidence of accommodations aligned with every student’s learning needs, as per IEPs, 504 plans, etc.</p> <p>__ Accommodations led to higher order thinking for such students.</p>	

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<p>C. Extension</p> <p>Standards Alignment- InTASC: 2, 7 NJPST: 2, 7 CAEP: R1.1, R1.3, R2.3, R3.2, R3.3, R5.1, R5.2</p>	<p>__ Lesson plan was missing an extension activity.</p>	<p>__ Lesson plan included an extension activity, but did not align with the content or student learning objectives.</p>	<p>__ Lesson plan included an extension activity that aligned with the content but not the student learning objectives.</p>	<p>__ Lesson plan included an extension activity that aligned with the content and the student learning objectives. __ Extension activity was differentiated for needs of learners.</p>	<p>__ Lesson plan included an extension activity that aligned with the content and the student learning objectives. __ Extension activity was differentiated for needs of learners. __ Extension activity deepened student understanding and promoted critical thinking of new material.</p>	
<p>D. Technology</p> <p>Standards Alignment- InTASC: 7, 8 NJPST: 7, 8 CAEP: R1.3, R2.3, R3.2, R3.3, R5.1, R5.2</p>	<p>__ Lesson plan did not include technology, but there were opportunities for technology to advance student learning.</p>	<p>__ Lesson plan included technology, but technologies did not enhance content and did not align with student learning objectives.</p>	<p>__ Lesson plan included technology. __ Technologies enhanced content, but did not align with student learning objectives.</p>	<p>__ Lesson plan included technology. __ Technologies enhanced content and aligned with student learning objectives.</p>	<p>__ Lesson plan included technology. __ Technologies enhanced content and aligned with student learning objectives. __ Technologies deepened student understanding and promoted critical thinking.</p>	
<p>E. Academic Language Demands and Supports</p> <p>Standards Alignment- InTASC: 8 NJPST: 8 CAEP: R1.3, R2.3, R3.2, R3.3, R5.1, R5.2</p>	<p>__ Language supports were missing.</p>	<p>__ Language supports were not aligned with the content nor learning objectives. __ Lesson plan did not indicate where students will apply language supports.</p>	<p>__ Language supports were aligned with the content but not the learning objectives. __ Lesson plan indicated where students will apply language supports.</p>	<p>__ Language supports were aligned with the content and the learning objectives. __ Lesson plan indicated where students will apply language supports to deepen content understandings.</p>	<p>__ Language supports were aligned with the content and the learning objectives. __ Lesson plan indicated where students will apply language supports to deepen content understandings in new contexts.</p>	
<p>F. Prior Academic Learning and Prerequisite Skills</p> <p>Standards Alignment- InTASC: 2, 4 NJPST: 2, 4 CAEP: R1.1, R1.2, R2.3, R3.2, R3.3, R5.1, R5.2</p>	<p>__ Lesson plan was missing reference to prior knowledge and prerequisite skills.</p>	<p>__ Lesson plan included reference to prior knowledge and prerequisite skills, but these references were not related to the content or student learning objectives.</p>	<p>__ Lesson plan included reference to prior knowledge and prerequisite skills. __ These references were related to the content but not the student learning objectives.</p>	<p>__ Lesson plan included reference to prior knowledge and prerequisite skills. __ These references were related to the content and the student learning objectives.</p>	<p>__ Lesson plan included reference to prior knowledge and prerequisite skills. __ These references were related to the content and the student learning objectives. __ Awareness of the necessary prior knowledge and prerequisite skills allowed for deeper understanding and critical thinking of new material.</p>	
<p>G. Learning Theories</p> <p>Standards Alignment- InTASC: 7 NJPST: 7 CAEP: R1.3, R2.3, R3.2, R3.3, R5.1, R5.2</p>	<p>__ Lesson plan was missing reference to research or theory.</p>	<p>__ Lesson plan included reference to research or theory. __ References did not connect to the content, student learning objectives, or procedures.</p>	<p>__ Lesson plan included reference to research or theory. __ References included superficial connections to the content, student learning objectives, or procedures.</p>	<p>__ Lesson plan included reference to research or theory. __ References included connections to the content, student learning objectives, and procedures.</p>	<p>__ Lesson plan included reference to research and theory. __ References included connections to the content, student learning objectives, and procedures.</p>	

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<p>H. Culturally Responsive Teaching</p> <p>Standards Alignment- InTASC: 2, 3 NJPST: 2, 3 CAEP: R1.1, R2.3, R3.2, R3.3, R5.1, R5.2</p>	<p>_Lesson plan was missing reference to students' personal, cultural, or community assets.</p>	<p>_Lesson plan demonstrated limited attention to students' personal, cultural, or community assets.</p>	<p>_Lesson plan demonstrated general attention to students' personal, cultural, or community assets, but these elements did not align with the content or student learning objectives.</p>	<p>_Lesson plan demonstrated general attention to students' personal, cultural, or community assets, and these elements aligned with the content and student learning objectives.</p>	<p>_Lesson plan demonstrated specific attention to students' personal, cultural, or community assets, and these elements aligned with the content and student learning objectives.</p>	
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Post-Lesson Rubric (Part D)

Post-Lesson Rubric (Part D)						
Category	0 – Non-existent	1 – Insufficient	2 – Approaches Sufficiency	3 –Sufficiency	4 – More Than Sufficient	Not Applicable
<p>A. Follow-up / Data-driven Instruction</p> <p>Standards Alignment- InTASC: 2, 6 NJPST: 2, 6 CAEP: R1.1, R1.3, R2.3, R3.2, R3.3, R5.1, R5.2</p>	<p>__ Lesson plan did not include next steps for instruction.</p>	<p>__ Lesson plan included next steps for instruction. __ Next steps did not connect to the content, student learning objectives, or procedures.</p>	<p>__ Lesson plan included next steps for instruction. __ Next steps included superficial connections to the content, student learning objectives, or procedures. __ Next steps addressed the needs of some students, but not all.</p>	<p>__ Lesson plan included next steps for instruction. __ Next steps included connections to the content, student learning objectives, or procedures. __ Next steps were informed by student performance data. __ Next steps addressed the needs of most students, but not all.</p>	<p>__ Lesson plan included next steps for instruction. __ Next steps included connections to the content, student learning objectives, or procedures. __ Next steps were informed by student performance data and provided targeted support to individuals or groups to improve their learning. __ Next steps addressed the needs of all students.</p>	
<p>B. Feedback</p> <p>Standards Alignment- InTASC: 2, 6 NJPST: 2, 6 CAEP: R1.1, R1.3, R2.3, R3.2, R3.3, R5.1, R5.2</p>	<p>__ Lesson plan did not reference a plan for feedback.</p>	<p>__ Lesson plan provided a general plan for feedback that addressed strengths or needs related to the student learning objectives. __ Lesson plan did not indicate how students will understand or use feedback.</p>	<p>__ Lesson plan provided a specific plan for feedback that addressed strengths or needs related to the student learning objectives. __ Lesson plan indicated how students will understand or use feedback related to the student learning objectives.</p>	<p>__ Lesson plan provided a specific plan for feedback that addressed strengths and needs related to the student learning objectives. __ Lesson plan indicated how students will understand and use feedback related to the student learning objectives.</p>	<p>__ Lesson plan provided a specific plan for individualized feedback that addressed strengths and needs related to the student learning objectives. __ Lesson plan indicated how individual students or groups will understand and use feedback related to the student learning objectives.</p>	
<p>C. Post-lesson Reflection</p> <p>Standards Alignment- InTASC: 7, 9 NJPST: 7, 9 CAEP: R1.3, R1.4, R2.3, R3.2, R3.3, R5.1, R5.2</p>	<p>__ Lesson plan did not include a post-lesson reflection.</p>	<p>__ Lesson plan included a brief post-lesson reflection. __ Reflection was focused on classroom procedures but not analysis of student learning.</p>	<p>__ Lesson plan included a general post-lesson reflection. __ Reflection was focused on classroom procedures but not analysis of student learning.</p>	<p>__ Lesson plan included a specific post-lesson reflection. __ Reflection focused on analysis of student learning leading to proposed changes to future instruction.</p>	<p>__ Lesson plan included a specific and comprehensive post-lesson reflection. __ Reflection focused on analysis of student learning leading to well-aligned proposed changes to future instruction.</p>	