

PNC Universal Lesson Plan Rubric for Content Areas: Elementary Education Program

This rubric is used to assess a lesson plan across subject areas and disciplines in an elementary education setting.

Lesson Plan Component/ Criteria	Performance Ratings			
	Unsatisfactory	Basic	Proficient	Distinguished
Summary PNC S 1 ACEI 1	Does not provide a summary of learning theories that supports the decision of planning the lesson. Displays no knowledge of how learners learn and develop. Provides no evidence to demonstrate and explains unclearly how the lesson can provide learning opportunities that support learners' physical, social, emotional, intellectual, linguistic and personal development.	Displays some knowledge of how learners learn and develop in the summary of learning theories. Provides some explanation but limited evidence to demonstrate how the lesson can provide learning opportunities that support learners' physical, social, emotional, intellectual, linguistic and personal development.	Displays a good understanding of how learners learn and develop in the summary of learning theories. Appropriate learning theories are selected to support decisions of planning instruction. Provides sufficient evidence to demonstrate and explain how the lesson can provide learning opportunities that support learners' physical, social, emotional, intellectual, linguistic and personal development.	Displays a comprehensive understanding of how learners learn and develop in the summary of learning theories. Implements learning theories to plan the lesson. Provides convincing evidence to demonstrate and explains clearly how the lesson can provide learning opportunities that support learners' physical, social, emotional, intellectual, linguistic and personal development.
Objectives Based on State and/or National Standards PNC S 7 ACEI 3.1	Displays no or little knowledge of framing objectives. Student characteristics not considered. Terminology not specific, measurable, and observable.	Displays some knowledge of framing objectives. Inappropriate for content or time. Learning outcomes not stated in specific, measurable and observable terms.	Displays understanding how to frame objectives. Learning outcomes stated in specific, measurable and observable terms and appropriate for content and time. Objectives aligned with assessment.	Displays comprehensive understanding of how to frame standards based objectives as well as student characteristics. Learning outcomes stated in specific, measurable, observable terms and appropriate for content and time. Objectives aligned with informative assessment methods and tools.
Procedures: Warm-up/ Introductory Activities PNC S 7 ACEI 3.4	Provides no information of introductory activities that raise student interest and bridge between new and old learning.	Provides introductory activities but they are somewhat disconnected from the objectives. The activities are ineffective and are not able to raise student interest or bridge between new and old learning.	Provides appropriate introductory activities that raise student interest and bridge between new and old learning. The activities are connected to the objectives.	Provides appropriate introductory activities that effectively raise student interest and bridge between new and old learning. The activities are connected to the objectives. Learners are motivated to participate in the learning process.

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Procedures: Closing Activity PNC S 7 ACEI 3.4	Provides no closure.	Activities are provided but not well developed. Learners are not involved in the activities.	Provides closing activities relevant to objectives. Provides clear final check for understanding but learners not actively involved.	Provides closing activities relevant to lesson objectives. Provides clear final check for understanding and learners actively involved in closing activities.
Procedures: Subject Matter Content PNC S 4 ACEI 2.1-2.7 (select the appropriate content area standard)	Little or no knowledge of the central concepts, tools of inquiry, and/or structure of the disciplines Addresses content inaccurately content with limited information of subject content. Asks few or irrelevant questions. Answers poor or not provided.	Limited knowledge of the central concepts, tools of inquiry, and structure of the disciplines Content mostly accurate with some awareness of big ideas or structure of the discipline. Content information Limited. Few relevant questions with incomplete answers.	Good understanding of central concepts, tools of inquiry, and structure of the discipline. Content appears accurate and its focus shows good awareness of the big ideas and/or structure of the discipline. Sufficient content information Asks relevant questions with accurate answers.	Comprehensive understanding of the central concepts, tools of inquiry, and structure of the discipline Accurate, relevant content with big ideas and details. Asks relevant questions and provides accurate exemplary answers.
Procedures: Pedagogy: Learning Activities PNC S 4 ACEI 3.1	No or few activities to support student achievement of lesson objectives. Activities are inappropriate, ineffective and disconnected.	Learning activities support some student achievement of lesson objectives. Some activities are ineffective. Includes warm-up, main & closing activities to promote mastery of lesson objectives.	Logically sequenced learning activities support learners' achievement of lesson objectives. Most activities are effective. Considers diversity of student characteristics	Displays a comprehensive understanding of how to plan a series of logically sequenced learning activities that support all learners to achieve objectives. Includes meaningful, integrative, challenging, and active options for warm-up, main & closing activities to promote mastery of lesson objectives.
Procedures: Diverse Instructional Strategies for Critical Thinking PNC S 5 ACEI 3.3	Displays no knowledge of how to use instructional strategies to promote learners' development of critical thinking, problem solving, and performance skills.	Demonstrates some knowledge of how to use instructional strategies to promote some learners' development of critical thinking skills.	Demonstrates a good understanding of how to use a variety of instructional strategies to promote most learners' development of critical thinking, problem solving, and performance skills.	Demonstrates a comprehensive understanding of how to use a variety of instructional strategies to promote diverse learners' development of critical thinking, problem solving, and performance skills.

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Differentiated Instruction and Adaptations PNC S 2 ACEI 3.2	No instructional adaptation for individual needs.	The adaptation plan is not clearly explained or not practical, or draws unwanted attention to certain learners.	Appropriate adaptations for a particular classroom setting. Plan is realistic and explained clearly.	Thoughtful and appropriate instructional adaptation for individual needs. Plan is realistic and explained clearly and thoroughly. All learners' needs are considered in the plan.
Resources for Instruction PNC S 5 ACEI 3.1	No resources are provided for planning and implementing instruction. Heavy reliance on textbook. Technology is not in the plan. Resources are not aligned with learning goals.	Provided limited resources to support student learning. Technology is included. Some resources aligned with learning goals.	Appropriate resources are provided to support student learning. Appropriate technology is included. Most resources are aligned with learning goals.	Provides a variety of resources to effectively support student learning. Resources, including technology contribute to active inquiry and collaboration. All resources are aligned with learning goals.
Assessment PNC S 6 ACEI 4	Provides no assessment method or assessments lack congruence with lesson objectives. No clear, valid assessment criteria are developed. Some directions, scoring procedures and items are absent or poorly written and likely confusing to learners.	Some assessment methods are not congruent with lesson objectives. Criteria are developed, but not clear. Some directions, scoring procedures and items are not clearly written or lack validity.	Most assessments are congruent with lesson objectives and reasonably valid. Criteria are clear and generally linked to learning goals. Many directions, scoring procedures and items are clearly written. Exemplary answers are provided and accurate.	A variety of assessments are used that are congruent with lesson objectives. Criteria are clear, explicitly linked to learning goals, and valid. Assessment inserted throughout instructional sequence. Directions and scoring procedures clearly written with thoughtful questions and accurate answers
Overall Quality of the Lesson Plan PNC S 7 ACEI 3.1	Missing information in some components of the lesson plan. Standards, objectives, learning activities, and assessment are not aligned. Procedures are provided but not in details and are explained unclearly.	Limited information presented in some components of the lesson plan. Some alignment among objectives, standards, learning activities, and assessment. Procedures are explained but some parts are not clear.	Accurate and sufficient information is presented in every component of the lesson plan. Good alignment among objectives, standards, learning activities, and assessment. Procedures are provided in details and explained clearly.	All components of the Proficient Level. Attached copies of resources & assessment plans and rubrics. A substitute teacher can easily follow the plan to teach the lesson. Adaptation plan for diverse learners is realistic and thoughtful.