

EDUC 448 Rubric: Lesson Plan

The math unit assignment consists of understanding the NCTM mathematic content and processing standards and integrating them into pre-planned, developmentally appropriate mathematics lessons for young children. Two of your pre-planned lessons must be presented in your last five hours of fieldwork.

Construct one lesson for each mathematical content strand following the provided lesson plan format. You will develop five lessons. The NCTM strand and component must be identified on the lesson, as well as the lesson goal and objective. Lessons must be based on developmentally appropriate practices and must include a pre and post explanation of assessment. Integrate manipulatives/props into every lesson. Introduce or review three to six vocabulary terms. Also include four specific, open-ended questions that relate to the lesson objective. Include detailed instructions of the activity children participate in, as they discover the mathematical concept being introduced or practiced. The activity may be independent practice or teacher directed. Include four additional extension activities on the lesson plan. Extensions may teach the objective in a different way, scaffold on the presented objective, or incorporate the objective into other subject areas. The same objective must be explored in the extension activities. Differentiate instruction in the lesson plan. All materials and resources needed must be written on the lesson plan. Write the prepared lessons in a clear manner with the correct use of grammar, spelling, and language mechanics.

Student:

	Not Present 1	Emerging 2	Adequate 3	Exceptional 4	Points Earned	Comments
Pre-Assessment	Lesson plan shows no evidence of connection between pre assessment and planning.	Lesson plan shows some evidence of connection to pre assessment, however, the lesson does not relate to the pre assessment findings.	Pre assessment logically leads to the lesson. Lesson teaches needed skill or knowledge identified in the pre assessment.	Pre assessment logically leads to the lesson. Lesson teaches needed skill or knowledge identified in the pre assessment and is based on more than one observation/insight.		
Goal and Objectives	Goal and/or objective is missing, unclear, or is not related to identified standard	Goal is too narrow. Objective does not provide a clear sense of what students will know and be able to do as a result of the lesson. A portion of the objective is related to the identified standard.	Goal is clearly stated. Objective provides some sense of what students will know and be able to do as a result of the lesson. Objective relates to the identified standard	Goal is clearly stated. Objective provides a clear sense of what students will know and be able to do as a result of the lesson. Objective is specific and clearly relates to the identified standard		
Post-Assessment	Post-assessment is unrelated to goal, objectives and/or standard. Post assessment does not measure what children know, or what children can do.	Post-assessment is somewhat related to goal, objectives and/or standard. There are too many variables in the post assessment to effectively measure what children know or what children can do.	Post-assessment is related to goal, objectives and standard. Post-assessment is a valid tool that effectively measures what children know or what children can do.	Post-assessment is related to goal, objectives and standard. Post-assessment is a valid tool that effectively measures what children know or what children can do. Post-assessment provides opportunities for students with varying learning styles and strengths to excel.		
Literature, Vocabulary and Open-ended questions	Three or more disconnects between goal and objectives and literature, vocabulary, open ended questions and resources.	One to two disconnects between goal and objectives and literature, vocabulary, open ended questions and resources.	All components are present and connects to goal and objectives, however one or two components are incomplete.	All components are complete and connect to goal and objectives.		
Grammar, Spelling, and Punctuation	Meaning is frequently confused due to many problems in sentence structure, grammar, mechanics, and word choice.	Meaning is occasionally confused due to errors in sentence structure, grammar, mechanics, and word choice.	Displays competence with most sentence structure; good word choice; minor errors in grammar, mechanics, spelling and word choice.	Displays consistent facility with language; variety of sentence structures from simple to complex; precise, clever word choice.		
Total Possible: 20 points		Total percentage: 0.0%		Total points earned: 0		