

## Lesson Plan Rubric

Points Given		3	2	1	0
<p><b>2</b></p> <p>This lesson plan states subject, grade level and time period of class but it does not mention regarding goal of statement.</p>	<b>Target Grade/Subject Title/Goal Statement</b>	The unique attributes of the target population are very clear and include grade level and subject. The title (goal statement) is appropriate.	Description of target population is general ; grade level and subject included. The title (goal statement) is somewhat appropriate.	Description of target population is not included <b>and/or</b> Grade level <b>or</b> Subject not included <b>and/or</b> the title/goal statement is not very appropriate	Description of target population is not included; Grade level <b>and</b> Subject are not included; Title (goal statement) not included.
<p><b>3</b></p> <p>The standards and benchmarks are included.</p>	<b>Standards and Benchmarks</b>	Appropriate Standards and Benchmarks are included	Most applicable standards and benchmarks are included	Few standards and benchmarks are included	No standards or Benchmarks are included
<p><b>3</b></p> <p>The overall objectives are proper for the class. Although the objectives do not mention that what are the factors that influence the prevention of health problems about government policies, I think teachers will give the topic which relates to Standards.</p>	<b>Objectives</b>	Clear concise objectives aligned with standards/benchmarks	Clear concise objectives aligned with most standards/benchmarks	Objectives included but not aligned with standards/benchmarks	No objectives included.
<p><b>3</b></p> <p>The assessment rubrics are cleared and fit with most objectives, although it does not state regarding how to align with school library but I thought it is responsibility of students to go there.</p>	<b>Assessments</b>	Assessments included and aligned with all objectives	Assessments included and aligned with most objectives	Some assessments included and aligned with some objectives	No assessments listed or attached and/or are not aligned with objectives.
<p><b>1</b></p> <p>I could not understand the procedure of instruction. The information seems to suggest the students to go on in this subject but it is difficult.</p>	<b>Procedures/ Instructor's Notes</b>	Procedures are clearly stated, sequenced and easily understood for a substitute teacher. Provides detailed instruction on the preparation and implementation needed for this lesson	Procedures are not clearly stated or sequenced for a substitute teacher. Provides some instruction as to the preparation or implementation needed for this lesson.	A general list of the procedure is included but would not provide enough information for a substitute teacher. Limited instruction on preparation or implementation needed for this lesson	The procedure is not included

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<b>3</b> There are modifications for special needs, which are appropriate for disability students.	<b>Modifications for Special Needs</b>	Contains appropriate modifications related to special education or gifted areas	Modifications for special needs areas are present but not appropriate	Lacks needed modifications	No modifications are listed.
<b>3</b> The assessment rubrics areas are well written and separate different steps are proper.	<b>Assessment Rubric Areas</b>	3-7 areas that represent the total performance; distinctly different skills are separated so as to be assessed independent of one another	3-7 areas that somewhat represent performance; distinctly different skills are separated so as to be assessed independent of one another	3-7 areas that emphasize mostly discrete, lower-order skills with some more quality-based performance areas	Less than 3 areas listed
<b>2</b> Most of the rubrics are objectives but some of them are not aligned to performance objectives and standards.	<b>Assessment Rubric Criteria</b>	All areas contain objective descriptions; mix of numerically quantifiable and descriptive words leading to objective assessment; each level has a distinctly different level of performance	Most of the areas contain objective descriptions; of these, most are numerically quantifiable and some contain descriptive objective words	Most areas are subjective; objective descriptions are numerically quantifiable	Range of score given but does not include descriptions.
<b>2.5</b> Contain the significant of presentation of both oral and visual, which it is a standard for students. Not only presentation in this subject, but also use in the other subject. But if using technology to present aid in this subject , then it would be better.	<b>Assessment Content and Presentation</b>	Both curricular content and presentation are assessed; the rubric challenges students to perform at a high level of academic achievement	Both curricular content and presentation are assessed; content is assessed at both the lower-order and higher order levels	Both curricular content and presentation are assessed; content is assess at the lower-order level with few higher order expectations	Only curricular content <b>OR</b> presentation are assessed.