

## Lesson Plan Grading Proficiency Scale

Standards			
<b>4.0</b>	In addition to score 3.0 performance, in-depth inferences and applications		<b>Description</b>
			Alignment of objectives and instruction with standards is accurate & reflects more than one content area
	3.5	In addition to score 3.0 in-depth inferences and applications with partial success.	
<b>3.0</b>	<b>Standard(s) chosen align with lesson objective(s), assessment, or learning plan.</b> Exhibits no major errors or omissions.		
	2.5	No major errors or omissions from the 2.0 content and partial knowledge or skill of the 3.0 content	
<b>2.0</b>	No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes		Alignment with standards is partially accurate and/or incomplete
	1.5	Partial knowledge of the 2.0 content but major errors or omissions of the 3.0	
<b>1.0</b>	With help, a partial understanding of some of the simpler and more complex details and processes		Standards are present but lack alignment or are inaccurately aligned with the lesson
	0.5	With help, a partial understanding of the simpler but not more complex details and processes	
<b>0.0</b>	No knowledge or skill demonstrated		

Objectives			
<b>4.0</b>	In addition to score 3.0 performance, in-depth inferences and applications		<b>Description</b>
			Well written objectives are specific, measurable, attainable, realistic, and are incorporated with standards, assessment, and learning plan
	3.5	In addition to score 3.0 in-depth inferences and applications with partial success.	
<b>3.0</b>	<b>Satisfactory objective(s) are specific, measurable attainable, realistic and aligned with standards, assessment, and learning plan.</b> Exhibits no major errors or omissions.		
	2.5	No major errors or omissions from the 2.0 content and partial knowledge or skill of the 3.0 content	
<b>2.0</b>	No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes		Marginal objective(s); lack one or more of the following qualities: specific, measurable attainable, and/or realistic & partially reflects the standards
	1.5	Partial knowledge of the 2.0 content but major errors or omissions of the 3.0	
<b>1.0</b>	With help, a partial understanding of some of the simpler and more complex details and processes		Objective(s) are incomplete (lacking multiple qualities- specific, measurable attainable, and/or realistic) and lack a clear connection to standards
	0.5	With help, a partial understanding of the simpler but not more complex details and processes	
<b>0.0</b>	No knowledge or skill demonstrated		

Evidence of Meeting Desired Results		
4.0	In addition to score 3.0 performance, in-depth inferences and applications	
	Description Comprehensive assessment methods are equitable, clearly measure the standard and objectives and are sophisticated given the instructional strategies	
	3.5	In addition to score 3.0 in-depth inferences and applications with partial success.
3.0	<b>Assessment demonstrates student knowledge/ understanding of the lesson objectives</b> Exhibits no major errors or omissions.	
	2.5	No major errors or omissions from the 2.0 content and partial knowledge or skill of the 3.0 content
2.0	No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes	
	Description Acceptable assessment methods measure the standard and objectives and limited given the instructional strategies	
	1.5	Partial knowledge of the 2.0 content but major errors or omissions of the 3.0
1.0	With help, a partial understanding of some of the simpler and more complex details and processes	
	Description Incomplete assessment methods that do not directly measure standard and objectives; unclear in connection to instructional strategies	
	0.5	With help, a partial understanding of the simpler but not more complex details and processes
0.0	No knowledge or skill demonstrated	

Hook & Hold		
4.0	In addition to score 3.0 performance, in-depth inferences and applications	
	Description Hook and hold engages students, stimulates curiosity and establishes a purpose	
	3.5	In addition to score 3.0 in-depth inferences and applications with partial success.
3.0	<b>Hook and hold connects to the lesson and engages learners</b> Exhibits no major errors or omissions.	
	2.5	No major errors or omissions from the 2.0 content and partial knowledge or skill of the 3.0 content
2.0	No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes	
	Description Students are minimally engaged by the hook and hold	
	1.5	Partial knowledge of the 2.0 content but major errors or omissions of the 3.0
1.0	With help, a partial understanding of some of the simpler and more complex details and processes	
	Description Hook and hold is attempted but does not engage learners	
	0.5	With help, a partial understanding of the simpler but not more complex details and processes
0.0	No knowledge or skill demonstrated	

Procedures (includes materials)		
4.0	In addition to score 3.0 performance, in-depth inferences and applications	<b>Description</b> Procedures are detailed, logically sequenced, and follow the appropriate process given the chosen instructional strategy, cognitive level and grade; include exemplary use of delivery in small chunks, modeling, guided practice, and checks for understanding throughout the lesson
	3.5	In addition to score 3.0 in-depth inferences and applications with partial success.
3.0	<b>Procedures are appropriate and logically sequenced for instruction and include satisfactory delivery in small chunks, modeling, guided practice, and checks for understanding</b> Exhibits no major errors or omissions.	
	2.5	No major errors or omissions from the 2.0 content and partial knowledge or skill of the 3.0 content
2.0	No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes	Procedures lack specificity and/or logical sequence, appropriate cognitive level, appropriateness for grade level; include minimal delivery in small chunks, modeling, guided practice, and/or checks for understanding
	1.5	Partial knowledge of the 2.0 content but major errors or omissions of the 3.0
1.0	With help, a partial understanding of some of the simpler and more complex details and processes	Procedures are vague and/or do not contain the cognitive level necessary for content or grade level; limited inclusion of small chunks, modeling, guided practice, and/or checks for understanding
	0.5	With help, a partial understanding of the simpler but not more complex details and processes
0.0	No knowledge or skill demonstrated	

Summary		
4.0	In addition to score 3.0 performance, in-depth inferences and applications	<b>Description</b> Summary activity is connected to lesson objective(s), provides clear summary of what students have learned (assessment), ties main points into a coherent whole and provides preview of future lesson.
	3.5	In addition to score 3.0 in-depth inferences and applications with partial success.
3.0	<b>Lesson summary helps students organize their learning, reinforce major points and clarify any confusion</b> Exhibits no major errors or omissions.	
	2.5	No major errors or omissions from the 2.0 content and partial knowledge or skill of the 3.0 content
2.0	No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes	Minimal summary activity that describes the lesson activities
	1.5	Partial knowledge of the 2.0 content but major errors or omissions of the 3.0
1.0	With help, a partial understanding of some of the simpler and more complex details and processes	Attempts a summary activity
	0.5	With help, a partial understanding of the simpler but not more complex details and processes
0.0	No knowledge or skill demonstrated	

# InTASC Standards Aligned with Lesson Plan Components

## STANDARDS: InTASC Core Teaching Standards

- 4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
- 4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.
- 4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.
- 6(o) The teacher knows when and how to evaluate and report learner progress against standards.
- 7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- 7(g) The teacher understands content and content standards and how these are organized in the curriculum.

## OBJECTIVES: InTASC Core Teaching Standards

- 4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
- 4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.
- 4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.
- 6(o) The teacher knows when and how to evaluate and report learner progress against standards.
- 7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- 7(g) The teacher understands content and content standards and how these are organized in the curriculum.
- 7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

## EVIDENCE OF MEETING DESIRED RESULTS: InTASC Core Teaching Standards

### InTASC Core Teaching Standards

- 6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
- 6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- 6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
- 6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
- 6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- 6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.
- 6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
- 6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
- 6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- 7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- 8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

## HOOK AND HOLD: InTASC Core Teaching Standards

- 3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
- 3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
- 3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- 3(j) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
- 4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- 4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- 8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
- 8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning

## PROCEDURES: InTASC Core Teaching Standards

- 1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
- 1(d) The teacher understands how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning.
- 2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- 2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
- 3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
- 3(j) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
- 4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

- 4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- 4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- 4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- 4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.
- 4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- 4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.
- 5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
- 5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
- 5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
- 5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
- 6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
- 6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- 6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- 7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- 7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
- 7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- 7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- 7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
- 7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.
- 7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
- 7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
- 8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
- 8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- 8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
- 8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
- 8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
- 8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- 8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
- 8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).
- 8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
- 8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
- 8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.
- 8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

#### SUMMARY: InTASC Core Teaching Standards

- 4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
- 4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts and makes connections to learners' experiences.
- 4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.
- 4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.
- 6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
- 6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- 6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- 7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- 7(c) The teacher develops appropriate sequencing of learning experiences and provide multiple ways to demonstrate knowledge, and learner interest.
- 7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- 7(g) The teacher understands content and content standards and how these are organized in the curriculum.
- 6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
- 6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
- 6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
- 6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
- 6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
- 6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

6(o) The teacher knows when and how to evaluate and report learner progress against standards.

6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.