

## EDTC

### Library Media Specialist Rubric\_Lesson Plan

<b>Criteria</b>	<b>Level 4 4 points</b>	<b>Level 3 3 points</b>	<b>Level 2 2 points</b>	<b>Level 1 1 point</b>
<i>(INSTRUCTIONAL OBJECTIVES)</i> Measurability	The instructional objectives are very measurable.	Instructional objectives are mainly measurable.	Instructional objectives are somewhat measurable	Instructional objectives are not measurable.
Alignment with Standards	Instructional objectives are very well aligned with the requirements of the standards.	Instructional objectives are mainly well aligned with the requirements of the standards.	Instructional objectives are somewhat well aligned with the requirements of the standards.	Instructional objectives are not aligned with the requirements of the standards.
<i>(ANTICIPATORY SET)</i> Engagement	Anticipatory set is very engaging.	Anticipatory set is mainly engaging.	Anticipatory set is somewhat engaging	Anticipatory set is not engaging.
Activation of Relevant Prior Knowledge	Anticipatory set is very effective in activating relevant prior knowledge.	Anticipatory set is mainly effective in activating relevant prior knowledge.	Anticipatory set is somewhat effective in activating relevant prior knowledge	Anticipatory set is not effective in activating relevant prior knowledge.
<i>(INSTRUCTIONAL PROCEDURES)</i> Appropriateness to Lesson Objectives	Instructional procedures are completely appropriate to lesson objectives.	Instructional procedures are mostly appropriate to lesson objectives.	Instructional procedures are somewhat appropriate to lesson objectives.	Instructional procedures are not appropriate to lesson objectives.
Systematicness	Instructional procedures are very systematic.	Instructional procedures are mainly systematic.	Instructional procedures are somewhat systematic.	Instructional procedures are not systematic.
<i>(LEARNING ACTIVITIES for STUDENTS)</i> Supportiveness of Lesson Objectives	Learning activities are very supportive of lesson objectives.	Learning activities are mainly supportive of lesson objectives.	Learning activities are somewhat supportive of lesson objectives.	Learning activities are not supportive of lesson objectives.
Academic Challenge	Learning activities are very academically challenging.	Learning activities are mainly academically challenging.	Learning activities are somewhat academically challenging.	Learning activities are not academically challenging.
Alignment with Research	Uses three peer reviewed research articles to substantiate the lesson topic, activities, and/or technology used in the lesson.	Uses two peer reviewed research articles to substantiate the lesson topic, activities, and/or technology used in the lesson.	Uses one peer reviewed research article to substantiate the lesson topic, activities, and/or technology used in the lesson.	No research articles are used.

<i>(DIFFERENTIATION)</i> Differentiation	Lesson is appropriately differentiated.	Lesson is mainly appropriately differentiated.	Lesson is somewhat appropriately differentiated.	Lesson is not appropriately differentiated.
<i>(USE of TECHNOLOGY)</i> Integration into Lesson	Use of technology is very integrated into the lesson.	Use of technology is mainly integrated into the lesson.	Use of technology is somewhat integrated into the lesson.	Use of technology is not integrated into the lesson.
Enhancement of Lesson	The use of technology is very enhancing of the lesson.	The use of technology is mainly enhancing of the lesson.	The use of technology is somewhat enhancing of the lesson.	The use of technology is not enhancing of the lesson.
<i>(CLOSURE)</i> Consolidation of Lesson	The closure is very consolidating of the lesson.	The closure is mainly consolidating of the lesson.	The closure is somewhat consolidating of the lesson.	The closure is not consolidating of the lesson.
<i>(INDEPENDENT PRACTICE/FOLLOW-UP)</i> Relevant to all Lesson Objectives	Independent practice/follow-up is very relevant to all lesson objectives.	Independent practice/follow-up is mainly relevant to all lesson objectives.	Independent practice/follow-up is somewhat relevant to all lesson objectives.	Independent practice/follow-up is not relevant to all lesson objectives.
Engagement	Independent practice/follow-up is very engaging.	Independent practice/follow-up is mainly engaging.	Independent practice/follow-up is somewhat engaging.	Independent practice/follow-up is not engaging
<i>(ASSESSMENT)</i> Appropriateness of assessment methods for objectives	The assessment methods are very appropriate for the objectives.	The assessment methods are mainly appropriate for the objectives.	The assessment methods are somewhat appropriate for the objectives.	The assessment methods are not appropriate for the objectives.
Appropriateness of assessment methods for the learners.	The assessment methods are very appropriate for the learners.	The assessment methods are mainly appropriate for the learners.	The assessment methods are somewhat appropriate for the learners.	The assessment methods are not appropriate for the learners.
<i>(PROFESSIONAL WRITING)</i> Clarity	The writing is very clear	The writing is mainly clear.	The writing is somewhat clear.	The writing is not clear.
Spelling, usage, and grammar	There are no errors in spelling, usage, and grammar.	There are a few errors in spelling, usage and grammar.	There are some errors in spelling, usage, and grammar.	There are very many errors in spelling, usage and grammar.