

**Campbellsville University Educator Preparation Program**  
**Assessment Coversheet**  
**Standard 1**  
**Lesson Plan Document and Rubric**

The lesson plan document and rubric are utilized in all undergraduate courses and modified for IECE courses that require lesson plans. Arts and science faculty teaching methods courses are also encouraged to use the lesson plan document and rubric with the candidates. Although specific data was not collected or analyzed for the lesson plan and document, they are primary elements of units and portfolios.

Both diversity and technology are addressed in lesson plan documents. Candidates address diversity by describing the context of classrooms in which they teach. Additionally, they address diversity by describing how formative assessments and lesson procedures are differentiated based on the context described. Technology is addressed within resources and lesson procedures.

The lesson plan document was based adopted from the Kentucky Teacher Internship Program (KTIP) document. The lesson plan rubric was designed by EPP undergraduate faculty and vetted by P-12 partners. Both EPP faculty and P-12 partners additionally conducted Lawshe's content validity testing in spring 2018. The CVI for the lesson plan was .56 (n=22). All areas scored above the minimum CVR of .42 except for resources, differentiation of lesson procedures, and professional writing. The EPP faculty chose to keep these indicators because they are descriptors in KTIP and differentiation is a critical skill for candidates that we have documented in our improvement plan.

The lesson plan rubric was aligned to KTPS/InTASC standards. During the 2017-2018 academic year, the lesson plan rubric was piloted in all undergraduate courses. In May 2018, based on EPP experience during the pilot and Lawshe results, the EPP adopted the lesson plan and rubric documents without modification.

The lesson plan rubric allows candidates to score ineffective, developing, accomplished, or exemplary, modeled after the Kentucky Teacher Internship Program (KTIP). Candidates are expected to primarily perform at the accomplished level and occasionally fall in the developing or exemplary categories. Because the lesson plan and rubric are primarily formative documents, the EPP does not require a minimum score. Frequently, candidates are provided with actionable, detailed feedback on the rubric and given the opportunity to rewrite necessary elements of lesson plans.

A benefit of the lesson plan rubric is consistency in the messages EPP faculty share with students. Regardless of the course, the rubric provides clear expectations of performance. Lesson planning is a pre-professional development workshop that first year candidates are encouraged to attend. The workshop is offered several times each semester. During this workshop, candidates learn steps and strategies for writing a quality lesson plan. Additionally, aspects of the lesson plan are discussed and developed in all education courses.

As the lesson plan rubric was developed, inter-rater reliability was established as all faculty members collaborated to determine the levels of performance by evaluating examples. When new faculty join the undergraduate program, they attend lesson plan pre-professional development workshops with candidates to learn about the lesson plan documents. Inter-rater reliability is further established when all professors score the same CAP 3 portfolio because lesson plan documents are primary pieces of evidence. Inter-rater reliability was established in spring 2017 and fall 2017. In spring 2017, two EPP faculty members scored the same portfolio. Analysis indicated that all partnerships were in agreement at least 95% of the time. In fall 2017, the same process was used and all partnerships were in agreement at least 95% of the time.

**Lesson plan samples can be evidenced within portfolio examples.**

**Lesson Plan**

<b>Name:</b> _____		<b>Date of Lesson:</b> _____		<b>CU Course:</b> _____	
<b>School/School District:</b> _____			<b>Collaborating Teacher:</b> _____		
<b>Ages/Grades of students</b>	<b>Number of students in Class</b>	<b>Number of students having IEP</b>	<b>Number of gifted students</b>	<b>Number of students having ELL</b>	
_____	_____	_____	_____	_____	
<b>Lesson Title:</b> _____					
<b>Unit Title (if applicable):</b> _____					
<p><b>1. Context: Describe the students for which this lesson is designed (KTPS/InTASC 1A, 1B, 1E, 1G, 2, 3F, 6H, 7B, 8A, 8C)</b>          Identify your students' backgrounds, special needs, cultural differences, interests, and language proficiencies.</p>					
<p><b>2. Learning Targets/Objectives (KTPS/InTASC 7A)</b>  <b>If this lesson is part of a unit, complete parts A, B, and C. If this is a stand-alone lesson, only complete part B.</b></p> <p>A. Previous lesson's Kentucky Academic Standard and measurable learning objective.</p> <p>B. Current lesson's Kentucky Academic Standard and measurable learning objective.</p> <p>C. Next lesson's Kentucky Academic Standard and measurable learning objective.</p>					
<p><b>3. Students' Baseline Knowledge and Skills (KTPS/InTASC 4D, 7D)</b>          Describe and include the strategies used to establish students' baseline knowledge and skills for this lesson.</p>					
<p><b>4. Formative Assessment (KTPS/InTASC 6B, 6D, 6F, 6G, 8B)</b>          Describe and include the formative assessments and rubrics to be used to measure student progress during this lesson.</p>					
<p><b>5. Resources (KTPS/InTASC 1C, 4F, 4G, 5C)</b>          Identify the resources and assistance available to support your instruction and facilitate students' learning. Include internet links and copies of ALL class handouts, presentations, and assessments.</p>					
<p><b>6. Lesson Procedures (KTPS/InTASC 7A, 7C, 8E, 8F, 8I)</b>          Describe the sequence of strategies/activities/assessments that will be used to scaffold instruction, engage your students, facilitate attainment of the lesson objectives, and promote higher-order thinking. Within</p>					

this sequence, be sure to describe how the instruction will be differentiated to meet your students' needs, interests, and abilities.



School of Education  
Empowerment for Learning

Lesson Plan Scoring Rubric  
2018-2019

Name: \_\_\_\_\_ ID # \_\_\_\_\_ Course: \_\_\_\_\_

Assignment: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_\_

Performance Criteria	Ineffective	Developing	Accomplished	Exemplary
<b>Context</b> KTSPS/InTASC 1A, 1B, 1E, 1G, 2, 3F, 6H, 7B, 8A, 8C	Multiple parts of the lesson plan are missing or incomplete  Does not recognize diversity in the classroom	The assignment is developing but not-yet at a level that could be considered basic  Recognizes diversity in the classroom	<b>This is the level at which most pre-service teachers present: the basic elements of the assignment are there but need development and depth</b>  Recognizes and documents diversity in the classroom	The assignment contains all of the elements in a final, well-developed lesson plan  Recognizes and documents diversity in the classroom AND demonstrates direct link to lesson procedures
<b>Learning Targets/Objective</b> KTSPS/InTASC 7A	Lesson objective is an action statement (Example: students will complete worksheet)	Lesson objective is NOT measurable	Lesson objective is measurable and based on what students will know or be able to do as a result of the lesson and relates to current lesson's KAS	Lesson objective is measurable and based on what students will know or be able to do as a result of the lesson and relates to current AND past or future lessons' KAS
<b>Students' Baseline Knowledge and Skills</b>	No attempt to gather students' baseline knowledge and skills or attempt is not relevant to KAS	Students' baseline knowledge and skills related to context information and based on conversation with teacher during lesson	Students' baseline knowledge and skills related to context information and based on conversation with teacher PRIOR to lesson	Students' baseline knowledge and skills related to context information and based on conversation with other stakeholders IN ADDITION TO the teacher prior to lesson

<p><b>KTPS/InTASC 4D, 7D</b></p>	<p>No assessment provided for the lesson</p>	<p>Formative assessment does not measure student performance related to objective OR KAS</p>	<p>Formative assessment measures student performance related to the objective AND KAS</p>	<p>Formative assessment measures student performance related to the objective AND KAS AND includes unobtrusive formative assessments to get a sense of student understanding and progress</p>
<p><b>Formative Assessment</b></p> <p><b>KTPS/InTASC 6B, 6D, 6F, 6G, 8B</b></p>	<p>Explains when OR how formative assessment will be administered BUT NOT how formative assessment will be used to inform instruction in response to student learning needs</p>	<p>Explains when OR how formative assessment will be administered AND how formative assessment will be used to inform instruction in response to student learning needs</p>	<p>Explains when AND how formative assessment will be administered AND how formative assessment will be used to inform instruction in response to student learning needs</p>	<p>Formative assessment differentiated based on context AND includes a self-assessment</p>
<p><b>Resources</b></p> <p><b>KTPS/InTASC 1C, 4F, 4G, 5C</b></p>	<p>Does NOT include a rubric OR criteria for acceptable student performance</p>	<p>Formative assessment differentiated based on context</p>	<p>Formative assessment differentiated based on context</p>	<p>Formative assessment differentiated based on context AND includes a self-assessment</p>
<p><b>Lesson Procedures</b></p> <p><b>KTPS/InTASC 7A, 7C, 8E, 8F, 8I</b></p>	<p>DOES NOT include internet links, copies of class handouts, presentations, and assessments</p>	<p>Includes SOME internet links, copies of class handouts, presentations, and assessments as needed</p>	<p>Includes internet links, copies of class handouts, presentations, and assessments as needed</p>	<p>Identifies the resources AND assistance available to support instruction and facilitate students' learning AND includes internet links, copies of class handouts, presentations, and assessments as needed</p>
<p><b>Lesson Procedures</b></p> <p><b>KTPS/InTASC 7A, 7C, 8E, 8F, 8I</b></p>	<p>LISTS the sequence of strategies/procedures and activities which helps students attain the learning objective AND aligns with the formative assessment(s)</p>	<p>LISTS the sequence of strategies/procedures and activities which helps students attain the learning objective AND aligns with the formative assessment(s)</p>	<p>DESCRIBES the sequence of strategies/procedures and activities which help students attain the learning objective AND aligns with the formative assessment(s)</p>	<p>DESCRIBES the sequence of strategies/procedures and activities which help students attain the learning objective AND aligns with the formative assessment(s)</p>

	<p>DOES NOT engage learners in developing higher order questioning skills OR metacognitive processes, DOES NOT include questions to stimulate discussion OR key vocabulary</p>	<p>Engages all learners in developing higher order questioning skills OR metacognitive processes, DOES NOT include questions to stimulate discussion OR key vocabulary</p>	<p>Engages all learners in developing higher order questioning skills OR metacognitive processes, including questions to stimulate discussion AND defines key vocabulary</p>	<p>assessment(s) AND identifies instructional strategies used</p> <p>Engages all learners in developing higher order questioning skills AND metacognitive processes, including questions to stimulate discussion AND defines key vocabulary</p>
	<p>Differentiation is NOT mentioned</p>	<p>Differentiation based on context is mentioned</p>	<p>One differentiation strategy based on context is described</p>	<p>More than one differentiation strategy based on context is described in detail</p>
	<p>Time intervals are NOT included</p>	<p>Time intervals are included, but NOT realistic</p>	<p>Realistic time intervals are included in lesson procedures</p>	<p>Realistic time intervals are included throughout lesson plan</p>
	<p>Little or no attempt to gather student attention OR set purpose for the lesson</p>	<p>Introduction gathers student attention OR sets purpose for the lesson WITHOUT relating to students' prior knowledge</p>	<p>Introduction gathers student attention OR sets purpose for the lesson AND relates to students' prior knowledge</p>	<p>Introduction gathers student attention AND sets purpose for the lesson AND relates to students' prior knowledge</p>
	<p>End of lesson DOES NOT include a summary or review</p>	<p>End of lesson includes a summary or review of lesson led by TEACHER without revisiting purpose for the lesson</p>	<p>End of lesson includes a summary or review of lesson led by TEACHER; revisits purpose for the lesson</p>	<p>End of the lesson includes a summary or review of lesson led by STUDENTS; revisits purpose for the lesson</p>
<p><b>Professional Writing</b></p>	<p>Writing evidenced by 8 or more errors in clarity of writing, spelling, usage, and/or grammar</p>	<p>Writing evidenced by 5-7 errors in clarity of writing, spelling, usage, and/or grammar</p>	<p>Professional writing is evidenced by 1-4 errors in clarity of writing, spelling, usage, and/or grammar</p>	<p>Professional attention to formal writing is evidenced by clarity of writing as well as absence of spelling, usage, and grammatical errors</p>

Suggestions for Differentiation:  
Lesson

- Plans lesson so that important conceptual ideas are at the forefront of the lesson
  - Learning goals in terms of what students should know, understand, and be able to do as a result of the lesson
  - Communicates the learning goals to the students, inspires students to ask high-level questions, pursue further information on their own, and make their own suggestions for class activities
- Engages students in activities that help them see how what they are learning is used in the real world (e.g. by real historians, scientists)

#### Instruction

- Uses a variety of flexible, well-managed instructional strategies to meet students' varied readiness, interest, and learning profile needs (e.g. small groups, student-teacher conferences, partners, individual work, whole-class)
- Makes decisions about how and when to use various instructional strategies
  - Teacher's purposes for grouping are aligned with curricular goals
  - Group compositions are intentional
  - Groups and re-groups students on the basis of most recent information (assessment data) about students' readiness, interest, and/or learning profiles
- Establishes routines for how students should transition between instructional arrangements
  - Plans for and clearly communicates what students should do when there is "down time" (group finishes early)
  - Multiple ways for individual students and groups of students to receive help during instructional segments
- Tasks
  - Strategies/activities meet students' readiness, interest and learning profiles
    - Learning tasks are challenging and intriguing
    - Tasks are articulated clearly and provide scaffolding to ensure successful, high-quality completion of the tasks
- Assessment (Formative)
  - Plans and administers pre-assessment in advance
  - Uses assessments to make adjustments to instruction
  - Designs assessments that require students to demonstrate their understanding, knowledge, and/or skill in modes other than writing
  - Assesses students' readiness, interest, and learning profile needs
  - Uses results to gauge students' progress
  - Communicates the purpose of formative assessment to students

Adapted from works of Carol Tomlinson & Jessica Hockett; *Look-Fors in Effectively Differentiated Classroom*.  
[www.caroltomlinson.com/Presentations/London DI LookFors.pdf](http://www.caroltomlinson.com/Presentations/London_DI_LookFors.pdf)



**Campbellsville University School of Education IECE Lesson Plan Scoring Rubric  
2017-2018**

**Name:**  
**Assignment:**

**Course:**  
**Date:**

**Score:**

<b>Performance Criteria</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
	Multiple parts of the lesson plan are missing or incomplete	The assignment is developing but not-yet at a level that could be considered basic	<b>This is the level at which most pre-service teachers present. The basic elements of the assignment are there but need development and depth</b> Recognizes and documents diversity in the classroom	The assignment contains all of the elements in a final, well-developed lesson plan
<b>Context</b> InTASC 1A, 1B, 1E, 1G, 2, 3F, 6H, 7B, 8A, 8C IECE 1c, 1e, 2e, 3b, 3e, 4c, 8b, 9d	Does not recognize diversity in the classroom.	Recognizes diversity in the classroom	Recognizes and documents diversity in the classroom and demonstrates a direct link to lesson procedures.	
<b>Learning Targets/Objective</b> InTASC 7A IECE 1b, 1e, 1g, 4b, 4c, 4d, 4e, 4f, 9c	Lesson objective is only an action statement (e.g., students will sort colors)	Lesson objective is not measurable and not linked to pre-assessment.	Lesson objective is measurable, based on what students will know or be able to do and relates to early childhood (KY-ECS) standards or KAS.	Learning target is measurable and based on what students will know or be able to do, and relates to past or future lesson's KY-ECS or KAS. Lesson objective includes A (audience), B (measurable behavior), C (condition), and D (degree of mastery appropriate for the objective).
	IF LESSON IS PART OF A UNIT: Connection to previous AND/OR next lesson NOT included	IF LESSON IS PART OF A UNIT: Vague connection to previous AND/OR next lesson	IF LESSON IS PART OF A UNIT: Connection to previous AND/OR next lesson evident	IF LESSON IS PART OF A UNIT: Connection to previous AND/OR next lesson evident; sequence is logical and clear.

<p><b>Students' Baseline Knowledge and Skills</b> <b>InTASC 4D, 7D</b> <b>IECE 1c, 1e, 3b, 3e, 4c, 9d</b></p>	<p>No pre-assessment provided for lesson</p>	<p>Students' baseline knowledge and skills related to context information and based on conversation with teacher during lesson  Pre-assessment DOES NOT demonstrate a relationship to the standards OR prior knowledge</p>	<p>Students' baseline knowledge and skills related to context information and based on conversation with teacher prior to lesson  Pre-assessment demonstrates a relationship to the standards OR prior knowledge</p>	<p>Students' baseline knowledge and skills related to context information and based on conversation with other team members in addition to teacher prior to lesson.  Pre-assessment demonstrates a relationship to the standards AND prior knowledge.</p>
<p><b>Formative Assessment</b> <b>InTASC 6B, 6D, 6F, 6C, 8B</b> <b>IECE 1b, 1c, 1e, 4a, 4b, 4c, 4d, 4e, 4f</b></p>	<p>No assessment provided for the lesson</p>	<p>Formative assessment describes BUT does NOT include formative assessments related to objective, KY-ECS or KAS  Explains when OR how formative assessment will be administered BUT NOT how formative assessment will be used to inform instruction in response to student learning needs  Formative assessment not differentiated based on context  Does NOT include a rubric OR criteria for acceptable student performance.  Formative assessment partially measures the learning objective</p>	<p>Formative assessment measures student performance related to the objective and KY-ECE or KAS  Explains when OR how formative assessment will be administered AND how formative assessment will be used to inform instruction in response to student learning needs  Formative assessment differentiated based on context  Formative assessment includes a rubric OR criteria for acceptable student performance.  Informal assessment matches the learning objective, but better options not selected</p>	<p>Formative assessments measure student performance related to the objective and KY-ECE or KAS and includes unobtrusive formative assessments to get a sense of student understanding and progress  Explains when AND how formative assessments will be administered AND how formative assessments will be used to inform instruction in response to student learning needs  Formative assessment differentiated based on context AND includes a self-assessment.  Includes a rubric AND criteria for acceptable student performance.  Informal assessment method/strategy clearly matches and measures the learning objectives.</p>

<b>Resources</b> <b>InTASC 1C, 4F, 4G, 5C</b> <b>IECE 1a, 1d, 1f, 1g, 2d, 2g, 3f, 8a, 8e, 9a, 9b</b>	Identifies the resources OR assistance available to support instruction and facilitate students' learning AND DOES NOT include internet links, copies of class handouts, presentations, and assessments	Identifies the resources OR assistance available to support instruction and facilitate students' learning AND includes SOME internet links, copies of class handouts, presentations, and assessments as needed	Identifies the resources OR assistance available to support instruction and facilitate students' learning AND includes internet links, copies of class handouts, presentations, and assessments as needed	Identifies the resources AND assistance available to support instruction and facilitate students' learning AND includes internet links, copies of class handouts, presentations, and assessments as needed
<b>Lesson Procedures</b> <b>InTASC 7A, 7C, 8E, 8F, 8I</b> <b>IECE 1a, 1b, 1c, 1d, 1e, 1f, 1g, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 4b</b>	LISTS sequence of strategies/procedures and activities which helps students attain the learning objective OR aligns with the formative assessment(s)  Differentiation is not mentioned  Key vocabulary missing  Little or no attempt to gather student attention OR set purpose for the lesson  End of lesson DOES NOT include a summary or review  End of lesson DOES NOT include a transition.  Time intervals are not included.	LISTS the sequence of strategies/procedures and activities which helps students attain the learning objective AND aligns with the formative assessment(s)  Differentiation based on context is mentioned  Some key vocabulary included  Introduction gathers student attention OR sets purpose for the lesson WITHOUT relating to student prior knowledge  End of lesson includes a summary or review of lesson led by TEACHER without revisiting purpose for the lesson  Transition is appropriate but missing clear description or connection to learning objective.  Times are included but inappropriate or unrealistic.	Describes the sequence of strategies/procedures and activities that helps students attain the learning objective AND aligns with the formative assessment(s)  Differentiation based on context is described in detail  Key vocabulary is defined  Introduction gathers student attention OR sets purpose for the lesson AND relates to student prior knowledge  End of lesson includes a summary or review of lesson led by TEACHER but is missing application information.  Transition is appropriate and clearly described, but missing direct application to the learning objective.  Realistic time intervals are included in lesson procedures	Describes the sequence of strategies/procedures and activities that help students attain the learning objective AND aligns with the formative assessment(s) AND identifies instructional strategies used.  More than one differentiation strategy based on context is described in detail  Key vocabulary is evident in procedure steps.  Introduction gathers student attention AND sets purpose for the lesson AND relates to student prior knowledge  End of the lesson includes a summary or review of lesson; revisits purpose for the lesson; and provides ways for students to apply new knowledge or skill.  Transition is clearly described and linked to the learning objective. Realistic time intervals are included throughout the lesson plan

Professional Writing IECE 7f	Writing evidenced by 8 or more errors in clarity of writing, spelling, usage, and/or grammar	Writing evidenced by 5-7 errors in clarity of writing, spelling, usage, and/or grammar	Professional writing is evidenced by 1-4 errors in clarity of writing, spelling, usage, and/or grammar	Professional attention to formal writing evidenced by clarity in writing and absence of spelling, usage, and grammatical errors
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Rubric: Adapted with permission from Drs. Robin Magruder & Lisa Fulks

### Suggestions for Differentiation

#### Lesson

- Plans lesson so that important conceptual ideas are at the forefront of the lesson
  - Learning goals in terms of what students should know, understand, and be able to do as a result of the lesson
  - Communicates the learning goals to the students, inspires students to ask high-level questions, pursue further information on their own, and make their own suggestions for class activities
- Engages students in activities that help them see how what they are learning is used in the real world (e.g., by real historians, scientists)

#### Instruction

- Uses a variety of flexible, well-managed instructional strategies to meet students' varied readiness, interest and learning profile needs (e.g., small groups, student-teacher conferences, partners, individual work, whole-class)
- Makes decisions about how and when to use various instructional strategies
  - Teachers purpose for grouping are aligned with curricular goals
  - Group compositions are intentional
  - Groups and re-groups students on the basis of most recent information (assessment data) -- students' readiness, interests, and/or learning profiles.
- Establishes routines for how students should transition between instructional arrangements
  - Plans for and clearly communicates what students should do when there is "down time" (group finishes early)
  - Multiple ways for individual students and groups of students to receive help during instructional segments.
- Tasks
  - Strategies/activities meet students' readiness, interest and learning profile
    - Learning tasks are challenging and intriguing
    - Tasks are articulated clearly and provide scaffolding to ensure successful, high-quality completion of the tasks.
- Assessment (formative)
  - Plans and administers pre-assessment in advance
  - Uses assessments to make adjustments to instruction
  - Designs assessments that require students to demonstrate their understanding, knowledge, and/or skill in modes other than writing
  - Assesses students' readiness, interest, and learning profile needs
  - Uses results to gauge students' progress
  - Communicates the purpose of formative assessment to students
  - The most appropriate informal assessment strategies are selected to clearly measure capture the learning objectives given the context of the lesson and accurately measure the degree of mastery.

Adapted from works of Carol Tomlinson & Jessica Hockett; *Look-Fors in Effectively Differentiated Classroom*.  
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