

Rubric for writing a lesson plan

	A Competent Beginner will	A beginner who is making progress will	A beginner that needs work will
Goals and Objectives	<ul style="list-style-type: none"> • Include goals and objectives in planning • Tie Goals to Standards and Benchmarks that students need to fulfill • State objectives as expectations of students assessable mathematical competencies 	<ul style="list-style-type: none"> • Include goals and objectives in planning • Choose goals according to the outline provided by the book 	<ul style="list-style-type: none"> • Obliterate the big picture of what the lesson contributes to • State objectives in terms of what they want to get done
Content Specification	<ul style="list-style-type: none"> • List the mathematical concepts and skills that will be studied, along with key points or examples that students will be accountable for knowing. • Provide an indication of when and how in the course of the lesson those elements of content will be formally introduced and how they will be summarized. • Indicate what prior knowledge students are expected to have in preparation for this lesson and how it will be activated. 	<ul style="list-style-type: none"> • List the mathematical concepts and skills that will be studied, along with key points or examples that students will be accountable for knowing 	<ul style="list-style-type: none"> • List the topics or the sections of the book that will be covered
Activities	<ul style="list-style-type: none"> • Describe student activities in detail, including artifacts, exercises, and the ideas that you expect students to have. • Describe in some detail how the teacher will manage students' work and (if applicable) what the teacher should avoid doing. 	<ul style="list-style-type: none"> • Describe the student activities with some detail, for example by including an artifact or a worksheet. • Describe what the teacher will be doing with general comments such as “will walk around the room.” 	<ul style="list-style-type: none"> • Provide little to no indication of what the teacher will be doing. • Indicate what students will be doing by using labels such as “discovery” or “group work”.
Assessment	<ul style="list-style-type: none"> • Deliberately plan to include diagnostic and/or formative assessment. • Indicate what sorts of questions may be used and the decisions s/he will make with their answers. • Illustrate what exercises might later be used in a test to assess (summatively) objectives and content covered in this lesson. 	<ul style="list-style-type: none"> • Indicate what forms of formative, summative, or diagnostic assessment they will use. 	<ul style="list-style-type: none"> • Indicate that they will give a test or quiz whenever this is the case, otherwise will not include an assessment component
Timing	<ul style="list-style-type: none"> • Provide a sequence of the events that make up the lesson • Estimate how long each of these events should take, planning segments of reasonable duration. 	<ul style="list-style-type: none"> • Provide a sequence of events that one expects to take place. • Compose a lesson of too long (e.g., 25 min) or too short (e.g., 2 min) segments. 	<ul style="list-style-type: none"> • Provide no indication of how events will unfold over time • Provide no indication of how long things will take