

**RUBRIC TO EVALUATE THE DAILY LESSON PLAN**  
**Lesson Planning (ASSESSMENT # 3)**

<b>Student :</b>		<b>Date:</b>		<b>Grade:</b>	
<b>Course:</b>		<b>Subject:</b>		<b>Level:</b>	

Criteria		Performance			Standards			Comments
		(Proficient)(2)	(Acceptable)(1)	(Not acceptable)(0)	NCATE	ACEI	TESOL	
1	Theme and/or sub-topics	Themes or sub-topics are developed throughout the teaching-learning process.	Themes or sub-topics are partially developed throughout the teaching-learning process.	There is no evidence of development of themes or sub-topics throughout the teaching-learning process.	1 a-d 3 a-c	1, *2, 2.8, 3.1- 3.5, 4	3 a-b	
2	Standards of subject content	Correctly selected and aligned with the student's learning level.	Some are correctly selected, but only partially align with the student's learning level.	Are not correctly selected.	1 a-d 3 a-c 4 a-d	1, *2, 2.8, 3.1- 3.5, 4	3 a-b	
3	Standards of execution	Correctly selected and aligned with the student's learning level and the content standard.	Some are correctly selected, but only partially align with the student's learning level and the content standard.	Are not correctly selected.	1 a-d 3 a-c 4 a-d	1, *2, 2.8, 3.1- 3.5, 4	3 a-b	
4	Standards of assessment	Correctly selected and aligned with the student's learning level, the content standard and the performance.	Some are correctly selected, but only partially align with the student's learning level, the content standard and the performance.	Are not correctly selected.	1 a-d 3 a-c 4 a-d	1, *2, 2.8, 3.1- 3.5, 4	4 a-c	
<b>Total</b>								

5	Components of the objectives of learning (situation, observable conduct, suitability)	The three components of the objective are correctly written.	Some of the three objective components are omitted.	There is evidence of a noticeable degree of difficulty with written objectives which integrate the three components.	1 a-d 3 a-c	1, *2, 2.8, 3.1- 3.5, 4	3 a-b	
6	Categories of the operational objectives (cognitive, affective, psychomotor)	There is evidence in the writing of the three objectives.	There is evidence in the writing of two objectives.	There is evidence in the writing of only one of the objectives.	1 a-d 3 a-c	1, *2, 2.8, 3.1- 3.5, 4	3 a-b	
7	Initial activity	Is aligned with the objectives and connects the students with the subject.	Is partially aligned with the objectives and connects the students with the subject.	Is not aligned with the objectives and does not connect the students with the subject.	1 a-d 3 a-c 4 a-d	1, *2, 2.8, 3.1- 3.5, 4	3 a-b	
8	Development activities	Are aligned with the objectives. Follows a logical sequence. They are pertinent, diverse, and constructive.	Are partially aligned with the objectives or sub-topics of the class.	Are not aligned with the objectives or sub-topics of the class. Do not follow a logical sequence. They are passive and behaviorist.	1 a-d 3 a-c 4 a-d	1, *2, 2.8, 3.1- 3.5, 4	1 b, 2 b 3 a-b	
9	Pedagogical closing activities	Are aligned with the objectives and geared to show the outcome. Are pertinent and constructive.	Partially aligned with the objectives and with the theme.	Are not aligned with the objectives or the theme. Are not directed to prove the outcome.	1 a-d 3 a-c 4 a-d	1, *2, 2.8, 3.1- 3.5, 4	3 a-b 4 a-c	
10	Resources and materials	Includes all resources and materials. Reinforces the objectives for the teaching- learning process. Are varied and pertinent.	Includes some of the resources and materials.	Does not respond to the established objectives for the teaching- learning process, or is not included.	1 a-d 3 a-c 4 a-d	1, *2, 2.8, 3.1- 3.5, 4	3 c	
	<b>Total</b>							

11	Evaluation and assessment	Includes and apply assessment techniques. Gives evidence of the models used.	Are not rightly used and are not applied correctly. No evidence models.	Techniques for assessment are not included.	1 a-d 3 a-c 4 a-d	4	4 a-c	
12	Strategies, methods and teaching techniques	Strategies, methods and teaching techniques are pertinent. The students are engaged and materials for student diversity are provided.	Strategies, methods and teaching techniques are partially suitable for student diversity.	Strategies, methods and teaching techniques are neither pertinent nor suitable for student diversity.	1 a-d 3 a-c 4 a-d	3.1-3.5	3 a-c	
13	Concepts of the subject	Includes developed concepts.	Includes some developed concepts.	Does not include the developed concepts or are not correctly developed.	1 a-d 3 a-c	1, *2, 2.8, 3.1-3.5	1 a-b	
14	Thinking skills	Correctly develops the thinking skillst.	Includes some thinking skills, but development is not observed.	Thinking skills are not included.	1 a-d 3 a-c	3.3	2 b, 3 a-b	
15	Subject skills	Includes and develops correctly the subject skills throughout the entire lesson.	Includes some subject skills, but development is not observed.	Subject skills are not included.	1 a-d 3 a-c	3.1, 3.3	1 a-b 3 a-b	
16	Values and attitudes of the subject	Includes and develops correctly the subject values through the lesson.	Includes some subject values, but development is not observed.	Subject values and attitudes are not included.	1 a-d 3 a-c	*2	2 a-b 3 a-b	
17	Technology Integration	Technology is integrated as a teaching tool.	Technology is partially integrated as a teaching tool.	Technology is not integrated as a teaching tool.	1 a-d 3 a-c	*2	3 c	
18	Reflection / action	The process includes the teacher reflection development.	The process for the reflection will be partially included in the lesson plan.	Does not include the process of reflection in the lesson plan.	1 a-d, g 3 a-c	5.2	5 a, c	
	<b>Total</b>							

19	Diversity	Strategies, methods and techniques to address the individual diversities are indicated.	Strategies, methods and techniques provided do not address the individual diversities.	Does not include strategies, methods and techniques to address the individual diversities.	1 a-d 3 a-c 4 a-d	3.2	2 a-b 3 a-b 4 a-c	
20	Written communication	The plan does not have any grammatical errors.	The plan has two-three grammatical errors.	The plan has more than three grammatical errors.	1	3.5	1 b	
	<b>Total</b>							

•According to the subject matter

Observations:

Scale Table	Criteria
40 - 36	Proficient
35 - 30	Acceptable
29 -	Unacceptable

Student :		Date:	Points: (40 pts.)
Professor :		Date:	Percentage: Grade:

**Description of the criteria utilized in the rubric to evaluate the daily lesson plan**

**Proficient =** knowledge, skills and attitudes demonstrates a high level of confidence.

**Acceptable =** knowledge, skills and attitudes demonstrate a satisfactory level of confidence.

**Not acceptable =** knowledge, skills and attitudes do not reach the standards or levels of proficiency.