

Manchester College Lesson Plan Rubric
Early Childhood Lesson

Name Chase Estep

Score 43.5 /44

Converted score 25 /25

Title Cardinal Directions

Required	1	2	3	4	score
(C1) MC lesson plan format with explicitly stated Academic Standards	Lesson does not follow MC format or state academic standards	Lesson does not follow MC format but does state academic standards	Lesson plan follows most of the M format and explicitly states academic standards	Lesson plan follows MC format correctly and explicitly states academic standards	4
(C1) Lesson Plan Objectives	Objectives are not included	Objectives are included, but are not correctly written or do not relate to the stated academic standards	Objectives are included, related to stated academic standard(s), but are not written correctly	Objectives are written well and fully correlate to stated academic standard(s)	4
(A1)Assessment	Assessment is unrelated to objectives and standards.	Assessment is somewhat related to objectives and standards. Assessment is not appropriate for all students' learning styles and strengths.	Assessment is related to objectives and standards. Assessment is less accessible for students with certain learning styles and strengths.	Assessment is directly related to objectives and standards. Assessment provides opportunities for students with varying learning styles and strengths to excel.	4
(C1)Introduction/ Hook	No introduction is provided	Introduction is vague or procedural	Introduction provides some structure for lesson, but lacks connections	Introduction clearly pulls students into the lesson, drawing connections to previous lesson	4
(C1) Supporting Materials	No supporting materials are included.	Supporting materials and student handouts are messy, incomplete, and/or unappealing to students. Materials do not enhance lesson.	Supporting materials and student handouts are clear and complete. Materials enhance lesson.	Supporting materials and student handouts are clear, complete, and appealing to students. Materials enhance lesson significantly.	4
(C1) Procedures/ Instructional Activities	Procedures are unclear; do not relate to objectives; no attempt is made to individualize activities for learning styles or strengths	Procedures are mostly clear; areas of vagueness	Procedures are clear and relate to the objectives	Procedures can be easily replicated by others Make sure you really incorporate the book	3.5
(C6)Bloom's	Bloom's levels are not indicated.	A few (2) levels of Bloom's questions are used.	Some (3) different levels of Bloom's questions are used.	A variety (4 different levels) of Bloom's questions are used.	4
(E1)Gardner's	Gardner's MI are not indicated.	A few (2) examples of Gardner's are identified.	Some (3) examples of Gardner's are identified.	A variety (4) examples of Gardner's are identified.	4
(E1) Adaptations/ Modifications	Lesson does not include reasonable adaptations and/or modifications	Lesson includes one or two reasonable adaptations and/or modifications	Lesson includes more than two (3) reasonable adaptations and/or modifications	Lesson thoroughly (4+) details reasonable adaptations and/or modifications that are exemplary	4
(R6) (E2) Engaging/Creativity	Lesson lacks opportunity for student engagement	Lesson makes an attempt at engaging students in the learning process	Lesson mostly engages students in the learning process	Entire lesson engages students in the learning process	4
(R5) Grammar and spelling	Spelling and grammar are unacceptable. (4 or more errors)	The lesson plan contains many (3) spelling and grammar errors.	The lesson plan contains few (1-2) spelling and grammar errors.	Spelling and grammar in lesson plan are flawless (no errors).	4

**TEN POINTS WILL BE DEDUCTED FOR NOT INCLUDING A CHILDREN'S BOOK
OR IF THE LESSON IS NOT AGE APPROPRIATE**