

FDLTCC EDUC Lesson Plan Rubric 40 Point Rubric

Upper Levels 3 & 4

Category	Exemplary 4	Proficient 3	Developing 2	Beginning 1	Score
MN Standards Alignment	Clearly and explicitly aligned with multiple relevant MN academic standards; standards are integrated throughout the lesson.	Aligned with relevant MN standards; standards are referenced and mostly integrated.	Some alignment with MN standards; limited integration in lesson activities.	Little or no alignment with MN standards; standards are missing or unclear.	
Cultural Values Integration	Deep integration of diverse cultural perspectives; promotes equity and inclusion.	Includes cultural values and perspectives; supports student identity.	Some cultural references present; limited connection to student backgrounds.	Cultural values are absent or not meaningfully integrated.	
Student Objectives / Learning Targets	Objectives are clear, measurable, and student-centered; aligned with standards and assessments.	Objectives are clear and measurable; mostly aligned with standards.	Objectives are somewhat clear; may lack measurability or alignment.	Objectives are vague, not measurable, or missing.	
Pre-assessments	Thoughtfully designed to gauge prior knowledge and inform instruction.	Pre-assessment is present and provides useful information.	Pre-assessment is present but limited in scope or clarity.	No pre-assessment or ineffective in informing instruction.	
Assessments (Formative/Summative)	Assessments guide instruction and provide feedback.	Assessments are present and used to adjust instruction.	Some assessments are included but inconsistently used.	Assessments are missing or not used effectively.	

FDLTCC EDUC Lesson Plan Rubric 40 Point Rubric

Academic Vocabulary / Language	Academic vocabulary is explicitly taught and integrated; supports language development.	Academic vocabulary is included and somewhat integrated.	Limited academic vocabulary; not explicitly taught.	Academic vocabulary is missing or not addressed.	
Context for Learning	Thorough understanding of students' backgrounds, needs, and interests; lesson is tailored accordingly.	General understanding of student context; some differentiation.	Limited understanding of student context; minimal differentiation.	No evidence of consideration for student context.	
Background (Theory to Practice)	Strong connection between educational theory and instructional practices; well-justified.	Some connection between theory and practice; rationale is present.	Weak or unclear connection between theory and practice.	No connection between theory and practice; rationale is missing.	
Instructional Design	Instruction is engaging, scaffolded, and differentiated; includes varied strategies.	Instruction is clear and includes some differentiation and engagement.	Instruction is somewhat clear; limited strategies or differentiation.	Instruction lacks clarity, engagement, or differentiation.	
Reflection	Deep, thoughtful reflection on lesson effectiveness, student learning, and areas for growth.	Reflection addresses lesson effectiveness and student learning.	Reflection is brief or lacks depth.	No reflection or supporting information.	

FDLTCC EDUC Lesson Plan Rubric 40 Point Rubric

Levels 1 & 2

Category	Exemplary 4	Proficient 3	Developing 2	Beginning 1	Score
MN Standards Alignment	Clearly and explicitly aligned with multiple relevant MN academic standards; standards are integrated throughout the lesson.	Aligned with relevant MN standards; standards are referenced and mostly integrated.	Some alignment with MN standards; limited integration in lesson activities.	Little or no alignment with MN standards; standards are missing or unclear.	
Student Objectives / Learning Targets	Objectives are clear, measurable, and student-centered; aligned with standards and assessments.	Objectives are clear and measurable; mostly aligned with standards.	Objectives are somewhat clear; may lack measurability or alignment.	Objectives are vague, not measurable, or missing.	
Pre-assessments	Thoughtfully designed to gauge prior knowledge and inform instruction.	Pre-assessment is present and provides useful information.	Pre-assessment is present but limited in scope or clarity.	No pre-assessment or ineffective in informing instruction.	
Context for Learning	Thorough understanding of students' backgrounds, needs, and interests; lesson is tailored accordingly.	General understanding of student context; some differentiation.	Limited understanding of student context; minimal differentiation.	No evidence of consideration for student context.	
Assessments (Formative/Summative)	Assessments guide instruction and provide feedback.	Assessments are present and used to adjust instruction.	Some assessments are included but inconsistently used.	Assessments are missing or not used effectively.	
Reflection	Deep, thoughtful reflection on lesson effectiveness, student learning, and areas for growth.	Reflection addresses lesson effectiveness and student learning.	Reflection is brief or lacks depth.	No reflection or supporting information.	