

Criterion	Advanced	Proficient	Developing	Beginning
	4	3	2	1
Curriculum standard is linked to a developmentally appropriate and specific learning goal.	Curriculum standard and objective have a clear correspondence, (e.g., use similar terminology) and are from grade level(s) of students.	Curriculum standard and objective seem to be related but do not share common terminology OR standard is chosen from unrelated grade level(s)	Curriculum standard and objective seem to be related but do not share common terminology AND standard is chosen from unrelated grade level(s)	Objective is not directly related to curriculum standard.
Objectives written appropriately including Condition, TSWBAT, Directly Observable Behavior, and Criterion.	Objective clearly meets all four criteria (Cond, TSWBAT, DOB & Crit.)	Objective clearly meets THREE of four criteria (Cond, TSWBAT, DOB & Crit.)	Objective clearly meets TWO criteria (Cond, TSWBAT, DOB & Crit.)	Objective clearly meets ONE or fewer criteria (Cond, TSWBAT, DOB & Crit.)
General lesson plan is organized and exhibits a rational flow	Lesson plan is well organized; flows rationally from one section to the next	Portions of plan are well organized; 1/3 or less of the plan lacks organization and a logical flow	More than 1/3 of the lesson is disorganized and lacks a logical flow	Plan is disorganized and lacks a logical flow
Hook (anticipatory set) is focused and stimulates interest and engagement	Hook is focused and interesting; will clearly generate student interest and engagement	Hook suffers from lack of clear connection to lesson OR does not seem to be able to generate student interest and engagement	Hook suffers from lack of clear connection to lesson AND does not seem to be able to generate student interest and engagement	Hook omitted
Transitions: Brief concise statements advance the lesson in an organized manner.	ALL transitions are brief and effective; serve to move lesson to next phase.	MOST transitions are brief and effective; serve to move the lesson to the next phase	ALL transitions are vague; do not give students needed information regarding next phase of the lesson	Transitions not specified
Closure: Provides excellent summary, addresses questions and assignment	Closure provides clear summary, addresses questions, and makes a clear statement about assignment(s)	Closure provides clear summary OR addresses questions and/or assignment, but does not do BOTH successfully	Closure attempted, but NEITHER summarizes adequately NOR addresses student questions/assignment.	Closure activities not specified
Plan includes appropriate modifications and adaptations in response to student needs.	Instructional strategies and curriculum adaptations are holistic, research-based, and age appropriate in an effort to enhance learning for all students, according to learning profile and readiness needs. Specific alternate plans and activities are implemented for individuals or groups.	Instructional strategies and curriculum adaptations are implemented in an effort to enhance learning for all students, according to learning profile and readiness needs. Specific alternate plans and activities are implemented for individuals or groups.	A variety of whole class instructional strategies are implemented to address learning profile and readiness needs.	No modifications or adaptations are used to respond to individual learning needs.
Plan contains an assessment that effectively measures the student's successful achievement of one or more lesson objectives.	Assessment uses creative and well-designed methods that would provide a clear measure of student achievement of targeted outcome(s) in a real-life instructional setting. The connection between the assessment and lesson outcomes is transparent.	Assessment uses appropriate methods that would provide a reasonable measure of student achievement of lesson outcome(s) in a real-life instructional setting. The connection between the assessment and lesson outcomes is sufficiently clear.	Assessment uses methods that would measure student achievement in a real-life instructional setting, but doesn't target particular outcomes. The connection between the assessment and lesson outcomes is not clear.	No assessment is included in the lesson plan OR The methods indicated for assessment would not measure student achievement in a real-life instructional setting.