

Lesson Summary Rubric

Name _____ Score _____

Lesson Topic/Subject _____ Grade Level _____

	Criteria				Score
	Exceeds	Meets	Needs Improvement	Unacceptable	
Preinstructional Planning (20)	20-16	15-11	10-6	5-1	
	States lesson objectives clearly. Elaborates on ideas, provides many good examples, explains reasoning, clearly written.	States lesson objectives clearly. Provides examples, explains reasoning, written well.	Lesson objectives need more explanation. Examples listed, not clearly written.	Lesson objectives not clear. Ideas, examples, and reasoning lacking description.	
Resources, Materials (5)	5	4-3	2	1	
	QCC standards are easily connected to instructional activities. Includes academic QCCs. Resources and materials are listed, shows deep thought in planning.	QCC standards are listed. Resources and materials are listed, shows connection to activities in planning.	QCC standards are listed. Resources and materials are incomplete.	QCC standards, resources and materials are incomplete.	
Introduction, Set Induction, Establishing Set (15)	15-12	11-8	7-4	3-1	
	Provides an introduction, connects instruction to previous learning, explains reasoning for lesson, articulates objectives, and clearly written.	Provides an introduction, missing one of the following: connects instruction to previous learning, explains reasoning for lesson, articulates objectives, and clearly written.	Provides an introduction, missing two or more of the following: connects instruction to previous learning, explains reasoning for lesson, articulates objectives, and clearly written.	Does not provide an introduction.	
Instructional Strategies (40)	40-31	30-21	20-11	10-1	
	Instructional strategies are well thought-out, detailed and clearly written. Includes time for each activity, explanation of activities, and matches objectives, standards, and evaluation.	Instructional strategies are clearly written. Includes time for each activity, explanation of activities, and matches objectives, standards, and evaluation.	Some instructional strategies are included. Missing time for each activity or explanation of activities. Is not clear how instruction matches objectives, standards, and evaluation.	Instructional strategies are not descriptive. Missing components such as time for activity or explanation. Is not clear how instruction matches objectives, standards, and evaluation.	
Evaluation, Conclusion, Post Instruction (15)	15-12	11-8	7-4	3-1	
	Details how lesson will be summarized and instruction will be assessed. List questions or statements used in conclusion. Provides detail of assessment instrument.	Provides little detail of how lesson will be summarized and assessed. Provides one or two questions or statements used in conclusion. Provides detail of assessment instrument.	Provides little detail of how lesson will be summarized and assessed. Missing questions or statements used in conclusion or detail of assessment instrument.	Does not show detail of how lesson will be summarized and assessed.	
Reflection (5)	5	4-3	2	1	
	Self reflection included. Shows evidence of deep reflection (analytical) and identifies areas of strength and improvement. Recommends well thought out revisions.	Self reflection included. Shows evidence of reflection (more task oriented than analytical) and identifies areas of strength and improvement.	Reflection included, does not show evidence of deep reflection. Missing areas of strength or weakness.	Does not give details of reflective thought.	