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| **UNACCEPTABLE**  Points: **1** | **ACCEPTABLE**  **2** | **TARGET**  **3** |
| **PASS Objectives:**  · are not clearly identified for this  lesson  · objectives are not appropriate for  age/grade level of students | **PASS Objectives:**  · are listed for the lesson  · are appropriate for age/grade  level | **PASS Objectives:**  · are listed for the lesson  · are appropriate for age/grade  level  · are appropriate in number for  time allotted |
| **Learning Goals/Lesson Objectives:**  · are not clearly stated  · are not aligned with the  curriculum  · are not appropriate for students’  developmental level | **Learning Goals/Lesson Objectives:**  · are clearly stated  · are aligned with the curriculum | **Learning Goals/Lesson Objectives:**  · are clearly stated and detailed  · are aligned with the curriculum  · are appropriate in number for  time allowed |
| **Introduction/Set Induction/Hook:**  · contains little or no plan for  introducing the lesson  · does not involve the sharing of  lesson objectives  · does not relate the lesson to  existing student experiences  related to the  lesson | **Introduction/Set Induction/Hook**:  · contains plans for sharing lesson  objectives with students  · relates the lesson to previous  learning and/or existing student  experiences | **Introduction/Set Induction/Hook**:  · contains a plan for sharing  lesson objectives with students  · relates the lesson to previous  learning or existing student  experiences  · includes specific introductory or  focus activities |
| **Instructional Procedures**:  · lack sufficient detail  · lack clarity necessary for  effective instruction  · are not age or developmentally  appropriate  · show little or no planning or  evidence for guided and/or  independent practice | **Instructional Procedures**:  · are properly sequenced and  clearly written  · describes clearly the role of both  teacher and student  · are age or developmentally  appropriate  · provide adequate evidence for  guided and/or independent  practice | **Instructional Procedures**:  · are properly sequenced and  clearly written  · describes clearly the role of both  teacher and student in detail  · are age or developmentally  appropriate  · include guided and independent  practice using creative,  interactive instruction |
| **UNACCEPTABLE**  Points: **1** | **ACCEPTABLE**  **2** | **TARGET**  **3** |
| **Closure/Representation/Summary:**  · reflects little or no evidence of  summarizing activity  · does not include plans for  closure, review, or  representation  **Closure/Representation/Summary:**  · includes clear and specific plans  for summarizing or reviewing  the knowledge included in the  learning objectives | **Closure/Representation/Summary:**  · includes clear and specific plans  for summarizing or reviewing  the knowledge included in the  learning objectives | **Closure/Representation/Summary:**  · includes clear and specific plans  for summarizing or reviewing  the knowledge included in the  learning objectives |
| **Evaluation/Assessment:**  · strategies are lacking or nonexistent  · strategies do not align with  learning objectives  · strategies offer little or no  variety in technique  · does not include pre-assessment  strategy | **Evaluation/Assessment:**  · procedures incorporate more  than one way of measuring  student learning  · strategies align with identified  learning outcomes and  accurately measure student  mastery of objectives  · includes assessment of student  knowledge and skills prior to the  lesson | **Evaluation/Assessment:**  · strategies align with learning  outcomes and accurately  measure student learning  · includes pre-assessment of  student knowledge  · strategies require students to  demonstrate understanding at  higher levels of learning  · includes assessment of student  knowledge and skills prior to the  lesson |
| **Resources/Materials:**  · necessary materials are not listed | **Resources/Materials:**  · list of necessary resources and  materials appears organized and  complete  · list includes materials and  resources needed by both teacher  and students  · list includes use of appropriate  instructional technology | **Resources/Materials:**  · list is neat, well-organized, and  complete  · list includes items needed by  both students and teacher  · list includes additional resources  for students who wish to learn  more about the lesson topic  · list includes appropriate use of  technology |
| **Supplementary/Enrichment:**  · activities not included in the  lesson |  | **Supplementary/Enrichment:**  · are included in the lesson and  are detailed  · activity provides students an  opportunity to apply newly  learned skills and knowledge in  meaningful ways |
| **Grammar/Spelling:**  · lessons contain a significant  number of errors in spelling  · lessons contain a significant  number of errors in grammar or  sentence structure  · lessons contain a significant  number of errors in punctuation | **Grammar/Spelling:**  · lessons are relatively free of  errors in spelling  · lessons are relatively free of  errors in grammar and/or  sentence structure  · lessons are relatively free of  errors in punctuation | **Grammar/Spelling:**  · lessons are free or errors in  spelling  · lessons are free of errors in  grammar and/or sentence  structure  · lessons are free of errors in  punctuation |
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| **UNACCEPTABLE**  Points: **1** | **ACCEPTABLE**  **2** | **TARGET**  **3** |
| Sample Grading Scale | 27 to 30 = A  24 to 26 = B  21 to 23 = C  18 to 20 = D  0 to 17 = F | Total Points Earned:  Grade Earned: |
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