

THEATRE EDUCATION LESSON PLAN RUBRIC

Created by Gundersheim -adapted from Lesson Plan Rubrics of: Ferguson ECED 432, Horton P.E. (F06), Noraian History 290

Category	D-F 0-1/5 pts, 0 -3 /10pts, 0-10/20 pts	C 2-3/5 pts, 4 – 6/10 pts, 11-15/20 pts	B 4/5 pts, 7-8/10pts, 16-18/20 pts	A 5/5pts, 9-10/10 pts, 19-20/20pts
Standards Objectives 5 pts	<ol style="list-style-type: none"> Objectives are not specific, concise nor measurable. Objectives are not developmentally appropriate and do not relate to the National/State Standards. Objectives do not explain what students should know, understand and be able to do (using action verbs of Bloom’s Taxonomy). Objectives not written in “Student will be able to…” Format. 	<ol style="list-style-type: none"> Objectives are not specific, concise nor measurable. Objectives have some problems with age appropriateness and/or are not related to the National/State Standards. Objectives clearly explain what students should know, understand and be able to do (using action verbs of Bloom’s Taxonomy). Some objectives written in “Student will be able to…” Format. 	<ol style="list-style-type: none"> Most objectives are specific, concise and measurable. Most objectives are developmentally appropriate and related to the National/State Standards. Objectives clearly explain what students should know, understand and be able to do (using action verbs of Bloom’s Taxonomy). Most objectives written in “Student will be able to…” Format. 	<ol style="list-style-type: none"> Objectives are specific, concise and measurable. Objectives are developmentally appropriate and related to the National/State Standards. Objectives clearly explain what students should know, understand and be able to do (using action verbs of Bloom’s Taxonomy). Objectives written in “Student will be able to…” Format.
Procedures 20 pts	<ol style="list-style-type: none"> Significant problems with procedures. Instructional strategies are not included for each objective. Only one instructional strategy is used. Learning activities reflect no consideration for diverse students needs. No adaptations included for individual students. No transitions are clearly explained. Accommodations are not made for rate. 	<ol style="list-style-type: none"> Procedures lack sufficient detail. Instructional strategies are not included for each objective. Only one instructional strategy is used. Learning activities reflect some slight consideration for diverse students needs. Minor adaptations and modifications were included. Few transitions are clearly explained. Accommodations are not made for rate. 	<ol style="list-style-type: none"> Procedures call for some inference. Instructional strategies are included for each objective. Two instructional strategies are included. Most learning activities reflect some consideration for diverse students needs. Some adaptations and modifications are included for individual students. Transitions from one/activity/lesson to the next are included and are explained with a beginning and ending signal. Activity provided to accommodate for rate is included, but does not stimulate interest and/or is not connected to the lesson. 	<ol style="list-style-type: none"> Procedures are clearly stated. Each objective addressed by an instructional strategy. Three or more instructional strategies included. Learning activities reflect consideration for diverse students needs. Adaptations and modifications are included for two or more individual learners. Transitions from one/activity/lesson to the next are included and are clearly explained with a beginning and ending signal. Activities provided to accommodate for rate stimulated student interest and are clearly connected to lesson.
Closure 5 pts	<ol style="list-style-type: none"> The lesson closure is not stated and therefore is missing all of the following: brings together the parts of the lesson into one whole, ensures student understanding of important elements, reestablishes the importance of the elements, and assesses and validates students’ feelings about the lesson. No Closure. 	<ol style="list-style-type: none"> The lesson closure is stated and is missing one or more of the following: brings together the parts of the lesson into one whole, ensures student understanding of important elements, reestablishes the importance of the elements, and assesses and validates students’ feelings about the lesson. Closure questions are incomplete. 	<ol style="list-style-type: none"> The lesson closure is stated and is missing one of the following: brings together the parts of the lesson into one whole, ensures student understanding of important elements, reestablishes the importance of the elements, and assesses and validates students’ feelings about the lesson. Closure contains some questions relating to objectives, but is incomplete. 	<ol style="list-style-type: none"> The lesson closure is clearly stated and does the following: brings together the parts of the lesson into one whole, ensures student understanding of important elements, reestablishes the importance of the elements, and assesses and validates students’ feelings about the lesson. Closure contains specific questions and answers relating to objectives that were met, to what extent, what worked, what didn’t work, and plans for improvement.
Assessment 10 pts	<ol style="list-style-type: none"> Lesson Plan is missing questions for all formative assessments. Assessments are missing. 	<ol style="list-style-type: none"> Lesson Plan includes some mention of questioning but it is not scripted. Assessment is inappropriate for lesson. Assessments are not developmentally appropriate. Content/behavior being assessed is somewhat specific to objectives in the lesson. Assessment directions and/or scoring are unclear. 	<ol style="list-style-type: none"> Lesson Plan includes scripted questions (some are open ended) for all formative assessments. Assessment is mostly appropriate for lesson. Assessments are somewhat developmentally appropriate. Content/behavior being assessed is specific to objectives in the lesson. Assessments include clear directions for students and/or the scoring system to be used. 	<ol style="list-style-type: none"> Lesson Plan includes scripted open ended questions for all formative assessments. Assessment is appropriate for lesson. Assessments are developmentally appropriate. Content/behavior being assessed is specific to objectives in the lesson. Assessments include clear directions for students and the scoring system to be used.
Overall 10 pts	<ol style="list-style-type: none"> Grammar/spelling/ punctuation is unacceptable. Directions are not followed. References are not cited. Name, Lesson Topic not included. Lesson Plan is not clear, neat and has structure/organizational problems. Attachments are missing. Lesson Plan not turned in on time. Materials and equipment are not listed. 	<ol style="list-style-type: none"> Grammar/spelling/punctuation is problematic. Directions are followed somewhat. References are incomplete Name, Lesson Topic not included. Some problems with neatness, structure and/or organization of the Lesson Plan. Some attachments are included. Lesson Plan not turned in on time. Materials and equipment are not listed. 	<ol style="list-style-type: none"> Grammar/spelling/punctuation is mostly correct throughout the lesson. Directions for the assignment are followed. References are cited. Name, Lesson Topic included. Mostly clear, neat structure/organization to the Lesson Plan. Attached to the Lesson Plan are relevant handouts, overheads, etc. Lesson Plan turned in on time. The list of materials needed is incomplete. 	<ol style="list-style-type: none"> Grammar/spelling/punctuation is correct throughout the lesson. Directions for the assignment are followed. References are cited. Name, Lesson Topic included. Clear, neat structure/organization to the Lesson Plan. Attached to the Lesson Plan are relevant handouts, overheads, etc. Lesson Plan turned in on time. All materials and equipment needed are listed.
Total Points (50)				