



Project Venture Lesson Plan Rubric



ONE LESSON (2 – 5 DAYS)	EXEMPLARY-3	SATISFACTORY-2	UNSATISFACTORY-1
Summary	Clearly stated and includes the content knowledge and skills students should know and be able to do at the end of the lesson.	Clearly stated, but lacks complete information students should know and be able to do at the end of the lesson.	Too vague or general.
Standards (Only include standards that will be assessed.)	Lesson and assessments are aligned with content, technology, and specialty area standards.	Content, technology and specialty area standards are defined in general terms but not aligned with lesson or assessments. Or, well-defined standards are listed from only one category.	Content, technology and specialty area standards are vague or general and not aligned with lesson or assessment.
Objectives	Concise descriptions of what students are expected to learn using Bloom's taxonomy format.	Descriptions of what students are expected to learn are general or are not in Bloom's format.	The description is vague and not in Bloom's format.
Assessments	Descriptions of how students have met all standards and objectives are clearly stated; assessments are attached and effectively measure mastery of content.	Descriptions of how students have met some of the standards and objectives are stated and assessments are attached.	Descriptions of how students have met standards are vague or limited.
Technology Integration	Technology use was not a separate curricular focus but was a means for supporting curricular objectives. The technology selected was appropriate to meet the standards.	Technology use was more emphasized than the curricular content of the lesson The technology selected was somewhat appropriate to meet the standards but another may have been more suited.	Technology use was the primary focus of the lesson or technology was not used. The technology selected was not appropriate to meet the standards. Technology is used as time filler or for drill and practice not related to specific lesson objectives.
Learning Environments	Learning situations are described in terms of: <ul style="list-style-type: none"> • location • time required per day, week, month or year • duration. Group dynamics and participants' roles are clearly stated. Teacher's role is defined. All are correlated with the procedures.	Learning situations are described in general terms of: <ul style="list-style-type: none"> • location • time • duration. Group dynamics and participants' roles are stated but not clearly defined. Teacher's role is not clearly defined.	Location, time or duration is vague or general. Participants and teacher's roles are not stated.
Tools/Resources	Required tools and resources are listed, referenced in procedures and clearly defined as to how they are to be utilized.	Most of the required tools and resources are listed, but not referenced or clearly defined in procedures.	Required tools and resources are limited. Not defined or referenced in lesson.
Procedures/ Instructor's Notes	Procedures are clearly stated, sequenced and easily understood for a teacher trying to duplicate this lesson plan. Provides detailed instruction on the preparation and implementation needed for this lesson.	Procedures are not clearly stated or sequenced. Provides some instruction as to the preparation or implementation needed for this lesson.	A general list of the procedure is included. Limited instruction on preparation or implementation needed for this lesson.
Modifications for Differentiated Instruction	Contains appropriate modifications related to Special Education, BLE/ESL, and Gifted areas with detailed instruction.	Modifications for special needs areas are present but are not appropriate.	Lacks detailed instruction.