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| |  |  |  |  | | --- | --- | --- | --- | | **Preliminary Information** | | | | | **(1)** | **(2)** | **(3)** | **(4)** | | Preliminary information is missing. | One or more elements are missing. | All elements are present, but the goals or objectives are not stated clearly, or are not measurable. | All elements are present and the **goals or objectives are clear and measurable**. | |  | | | | | **Arizona Standards** | | | | | **(1)** | **(2)** | **(3)** | **(4)** | | Standards are missing or not relevant to this lesson. | Only a few standards are listed, or are not relevant to this lesson. | Most of the standards are covered, with a few omissions or non-relevant inclusions. | Thorough listing of standards relevant to this lesson | |  | | | | | **Lesson Content** | | | | | **(1)** | **(2)** | **(3)** | **(4)** | | Content information is either missing or is inaccurate. | Some important content is either omitted or is inaccurate. | Content is mostly covered, and is mostly accurate and meaningful. | All content information needed to effectively teach the lesson is clearly stated, accurate and meaningful. | |  | | | | | **Multiculturalism and Diversity** | | | | | **(1)** | **(2)** | **(3)** | **(4)** | | Either no hypothetical scenarios are selected, or there is nothing that demonstrates sensitivity or awareness of multicultural or diversity issues. | Only one hypothetical scenario is selected; or the needs are not well accommodated. | At least two hypothetical scenarios are selected, but the needs are not well accommodated. | At least **two** hypothetical scenarios are selected, with those needs clearly identified and well accommodated. | |  | | | | | **Lesson Integration** | | | | | **(1)** | **(2)** | **(3)** | **(4)** | | The lesson has no provision for integration with other subject areas. | There is some provision for integration, but is lacking in quantity or creativity. | There are suggestions for integration, but are not fully developed. | The lesson in well integrated with other disciplines; there is evidence of creative thought. **There are two examples**. | | **Lesson Format/Structure** | | | | | **(1)** | **(2)** | **(3)** | **(4)** | | The lesson plan does not follow any recognized format. Vital elements are missing. Presentation is weak, and/or activities are not meaningful. | More than one element is missing. Presentation and/or activities are not well organized, meaningful or relevant. | The format is missing one vital element, or the presentation or activities are not clearly organized, meaningful or relevant. | All elements of the selected lesson plan format are present and clearly stated. Presentation and activities are well organized, meaningful and relevant. | |  | | | | | **Assessment** | | | | | **(1)** | **(2)** | **(3)** | **(4)** | | Appropriate form(s) of assessment is missing. | Form(s) of assessment are not appropriate, or are not aligned with original goals or objectives. | Appropriate form(s) of assessment is selected, but may not be correctly aligned with objectives. Criteria for intervention may or may not be indicated. | Appropriate form(s) of assessment is selected. **Assessment is well aligned with the goals or objectives.** Criteria for intervention is indicated. | |