

Lesson Plan Evaluation Rubric

Student's Name: _____

Date: _____

Evaluator's Name: _____

Category	(5) Advanced ----- (1) Beginner
Pedagogical Content Knowledge - chooses content that is relevant, engaging and age appropriate - chooses content that promotes deep understanding - chooses content that is tied to Michigan Standards	
Instructional Knowledge - chooses instructional strategies that are appropriate to the content knowledge being delivered - aligns instructional strategies to the learner outcomes - structures activities to help scaffold learning - creates lessons that engage students	
Content Knowledge - demonstrates breadth and depth of understanding - demonstrates accuracy in detail	
Aims - demonstrates knowledge of the aims of public schooling: democratic citizenship, self exploration, job readiness, college readiness	
Other Comments	

Microteaching Evaluation Rubric

Date: _____

Student's Name: _____

Evaluator's Name: _____

Category	(5) Advanced ----- (1) Beginner
Delivery moves - Clarity of speech - Flow of lesson, with appropriate wait time - Use of proximity to support student attention	
Content moves - Uses big ideas and essential concepts to frame the activity - Facts presented are accurate and relevant	
Pedagogical moves - Gives clear directions - Manages transitions effectively - Invites student involvement and active learning	
Professional moves - Professional attire - Confidence in body language and speech - Attentive to student behavior - Comes prepared	
Other Comments	

Evaluating Student Work Rubric

Date: _____

Student's Name: _____

Evaluator's Name: _____

Category	(5) Advanced ----- (1) Beginner
Analysis of teacher criteria - Identifies the most important criterion given in the assignment - Evaluates the appropriateness of criteria - Suggests thoughtful changes to criteria	
Analysis of student work in relation to criteria - Analyzes strengths and weaknesses of the student piece - Identifies student misunderstandings - Evaluates whether the student met the teacher criteria - Evaluates whether the student grasps the key concepts	
Student feedback - Of appropriate length - Both constructive and critical - Diagnoses where student is at - Gives future direction to learning	
Summary and Reflection - Provides explanation of own thought processes - Reflects on what was learned about the student, him/herself as an instructor, and the assignment/criteria	
Other Comments	

