Lesson Plan Rubric

This lesson plan rubric was developed by the American Association of School Librarians (AASL). Register to search and contribute lesson plans to the AASL Standards for the 21st-Century Learner Lesson Plan Database at **aasl.jesandco.org**.

Title of Lesson: _____

elements	ready for publication	publishable with minor editing	publishable with major editing	not publication quality
standards	Meets all of the following criteria: ❑ Has realistic number of indicators ❑ Relates directly to the lesson objectives ❑ Is appropriate for the grade level	Meets two of the following criteria: ❑ Has realistic number of indicators ❑ Relates directly to the lesson objectives ❑ Is appropriate for the grade level	Meets only one of the following criteria: ❑ Has realistic number of indicators ❑ Relates directly to the lesson objectives ❑ Is appropriate for the grade level	Meets none of the following criteria: ❑ Has realistic number of indicators ❑ Relates directly to the lesson objectives ❑ Is appropriate for the grade level
scenario	Clearly and succinctly answers all of the following questions: ❑ What are the circumstances that make this instruction necessary? ❑ How does this lesson fit into the context of content area instruction? ❑ Does this lesson build upon previous instruction or experiences the students have had? ❑ How does the schedule and level of librarian/teacher collaboration affect the design of this lesson? ❑ What roles will the librarian and teachers play in teaching and assessment? ❑ What kinds of follow-up instruction or activities are planned (if any)?	Adequately answers at least five of the following questions: ❑ What are the circumstances that make this instruction necessary? ❑ How does this lesson fit into the context of content area curriculum? ❑ Does the lesson build upon previous instruction or experiences the students have had? ❑ How does the schedule and level of librarian/teacher collaboration affect the design of this lesson? ❑ What roles will the librarian and teachers play in teaching and assessment? ❑ What kinds of follow-up instruction or activities are planned (if any)?	Adequately answers at least four of the following questions: ❑ What are the circumstances that make this instruction necessary? ❑ How does this lesson fit into the context of content area curriculum? ❑ Does the lesson build upon previous instruction or experiences the students have had? ❑ How does the schedule and level of librarian/teacher collaboration affect the design of this lesson? ❑ What roles will the librarian and teachers play in teaching and assessment? ❑ What kinds of follow-up instruction or activities are planned (if any)?	Adequately answers three or less of following questions: ❑ What are the circumstances that make this instruction necessary? ❑ How does this lesson fit into the context of content area curriculum? ❑ Does the lesson build upon previous instruction or experiences the students have had? ❑ How does the schedule and level of librarian/teacher collaboration affect the design of this lesson? ❑ What roles will the librarian and teachers play in teaching and assessment? ❑ What kinds of follow-up instruction or activities are planned (if any)?
overview	Clearly and succinctly describes all of the following: ❑ Library context ❑ Curricular connection ❑ Essential question	Adequately describes two of the following: ❑ Library context ❑ Curricular connection ❑ Essential question	Adequately describes one of the following: ❑ Library context ❑ Curricular connection ❑ Essential question	Does not clearly describe any of the following: ❑ Library context ❑ Curricular connection ❑ Essential question
assessment	Includes assessments for all of the following: ❑ Product ❑ Process ❑ Self-questioning	Includes assessments for two of the following: ❑ Product ❑ Process ❑ Self-questioning	Includes assessment for one of the following: ❑ Product ❑ Process ❑ Self-questioning	Lacks the following assessments: ❑ Product ❑ Process ❑ Self-questioning
instructional plan	Clearly and succinctly describes all of the following steps: ❑ Direct instruction ❑ Modeling and guided practice ❑ Independent practice ❑ Sharing and reflection	Adequately describes three of the following steps: ❑ Direct instruction ❑ Modeling and guided practice ❑ Independent practice ❑ Sharing and reflection	Adequately describes two of the following steps: ❑ Direct instruction ❑ Modeling and guided practice ❑ Independent practice ❑ Sharing and reflection	Describes only one of the following steps: ❑ Direct instruction ❑ Modeling and guided practice ❑ Independent practice ❑ Sharing and reflection

Learning4Life is an initiative of the American Association of School Librarians. Find other Learning4Life resources on the AASL website at **www.ala.org/aasl/guidelinesandstandards** or for more information on AASL's plan for implementing the new learning standards and program guidelines, visit **www.ala.org/aasl/learning4life**.

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