



## KYAE Lesson Bank Review Rubric for Mathematics/Science/Social Studies Lessons

### Rating Scale:

- 3- Meets most-to-all of the criteria listed for the section**
- 2- Partially meets the criteria listed for the section**
- 1–Meets few-to-none of the criteria listed for the section**

**KYAE’s goal is to include lessons in the KYAE Lesson Bank which score a 3.**

Section 1 – Alignment with CCR Standards	Rating
<b>Lesson Heading</b> <ul style="list-style-type: none"> <li>• Lesson title describes the lesson topic.</li> <li>• NRS Levels and Content Area align to the lesson content.</li> <li>• Timeframe for lesson is appropriate.</li> </ul>	<b>3   2   1</b>
<b>CCR Standards and Key Shifts</b> <b>Focus</b> <ul style="list-style-type: none"> <li>• Major Work of the Level (MWOTL) is indicated and represents the focus for the lesson.</li> <li>• No more than two focus standards are listed and are appropriate for the lesson content.</li> <li>• No more than three supporting standards per focus standard are listed and are appropriate for the lesson content.</li> <li>• Lesson targets, to full depth, the content and cognitive demand of the identified standard(s).</li> </ul>	<b>3   2   1</b>
<b>Coherence</b> <ul style="list-style-type: none"> <li>• Lesson develops through reasoning about the new concepts on the basis of previous understandings, encouraging students to connect knowledge and skills within, or across levels and domains.</li> <li>• Sufficient explanation is provided for lesson’s connection both within and across levels and domains.</li> </ul>	<b>3   2   1</b>
<b>Rigor</b> <ul style="list-style-type: none"> <li>• Lesson provides students a balance of 1) conceptual understanding, 2) procedural skill and fluency, and 3) application</li> <li>• Sufficient explanation is provided for how lesson addresses each of the three components of rigor.</li> </ul>	<b>3   2   1</b>
<b>Mathematical Practices</b> <ul style="list-style-type: none"> <li>• Practices central to the lesson are identified and well connected to the content being addressed.</li> <li>• Lesson activities encourage students to apply the indicated practices.</li> </ul>	<b>3   2   1</b>
<b>Employability Standards</b> <ul style="list-style-type: none"> <li>• Employability standard(s) are stated in their entirety with the appropriate designation.</li> <li>• Lesson activities incorporate the soft skills in the indicated standard(s).</li> </ul>	<b>3   2   1</b>

Section 2 – Lesson Preparation	Rating
<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>The materials indicated are sufficient for this lesson to be successful.</li> </ul>	3 2 1
<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>The stated vocabulary encourages precise and accurate mathematics, academic language and terminology necessary to meet the objective.</li> <li>Lesson describes how student mastery of the vocabulary will be assessed.</li> </ul>	3 2 1
<p><b>Use of Technology</b></p> <ul style="list-style-type: none"> <li>Lesson includes an explanation of how technology will be incorporated to address the content of the chosen standard(s) and, as appropriate, describes how technology will be used to differentiate instruction.</li> </ul>	3 2 1
<p><b>Lesson Purpose</b></p> <ul style="list-style-type: none"> <li>Lesson purpose aligns with the chosen standard(s) and is clearly and explicitly stated.</li> <li>Lesson presents a balance of the mathematical procedures and deeper conceptual understanding inherent in the CCRS.</li> </ul>	3 2 1
<p><b>Lesson Objective(s)</b></p> <ul style="list-style-type: none"> <li>Lesson objective(s) is specific, measurable, attainable, reasonable and timely.</li> <li>It states the key concepts and skills needed by students to eventually master the chosen standard(s).</li> </ul>	3 2 1
<p><b>Student Target</b></p> <ul style="list-style-type: none"> <li>The lesson objective is communicated to the student in friendly language, enabling the student to restate what they can do by the end of the lesson.</li> </ul>	3 2 1
<p><b>Assessing Mastery of the Objective(s)</b></p> <ul style="list-style-type: none"> <li>The method(s) for assessing whether students have mastered the lesson objective(s) is clearly stated and elicits direct, observable evidence of the degree to which a student can independently demonstrate the targeted standard(s).</li> </ul>	3 2 1

Section 3 – Lesson Delivery	Rating
<p><b>Introduction and Explanation</b></p> <ul style="list-style-type: none"> <li>Lesson introduction is described sufficiently.</li> <li>An attempt to tie the lesson to students' goals, interests or needs is evident.</li> </ul>	<p><b>3 2 1</b></p>
<p><b>Instructional Delivery</b></p> <ul style="list-style-type: none"> <li>Instructional delivery is described in sufficient detail.</li> <li>An attempt to engage students and hold their interest is evident.</li> </ul>	<p><b>3 2 1</b></p>
<p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>Guided practice is described in sufficient detail and flows naturally from the instructional delivery.</li> <li>Opportunities for student interaction and discussion are evident.</li> <li>Method(s) for differentiating activities as needed are included.</li> <li>Method(s) for assessing student readiness for independent practice is explained.</li> </ul>	<p><b>3 2 1</b></p>
<p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>Lesson activities for independent practice are described in sufficient detail and promote application of the lesson concepts and skills.</li> <li>Lesson provides opportunities for students to apply mathematical concepts in real-world situations and problem solve with persistence.</li> <li>Lesson presents opportunities for students to write and speak about their conceptual understanding.</li> <li>Opportunities for additional support and/or enrichment are included.</li> </ul>	<p><b>3 2 1</b></p>
<p><b>Reflection, Closure and Connection</b></p> <p>Lesson describes, in sufficient detail, the opportunities provided for student reflection.</p> <p>Lesson closure includes how student learning will be summarized; e.g. references to lesson objective, student target, prior learning and next lesson preview.</p>	<p><b>3 2 1</b></p>