

## Lesson Plan Evaluation: Math

Student Name \_\_\_\_\_ Semester \_\_\_\_\_ Site \_\_\_\_\_

This evaluation is done with the candidate's current level and the associated expectations in mind:

_____ FB 1	_____ Student Teaching	_____ SPED 450 Functional
_____ FB 2	_____ SPED 440	_____ SPED 450 Academic
_____ EDUC 305	_____ ECED 240	_____ ECED 420

Circle One: A – M --PE

SUBJECT AREA \_\_\_\_\_

Items being Assessed	Meets Expectations for Candidate's Current Level 2	Minimally Acceptable for Candidate's Current Level 1	Below Expectation for Candidate's Current Level 0
<b>Mathematics</b>  <b>ACEI 2.3</b>	Plan demonstrates that candidate knows the major concepts and procedures of math (as appropriate to lesson topic). Plan includes age-appropriate strategies for helping to build student understanding.	Plan demonstrates that candidate knows the major concepts and procedures of math (as appropriate to lesson topic).	Errors in content or superficial use of mathematics content.
<b>Mathematics</b>  <b>ACEI 2.3</b>	Appropriate Common Core Math indicators included; selected standards are appropriate for objectives	Appropriate Common Core Math indicators included; extra standards are included (i.e., standards are not specifically targeted to objectives)	Common Core M standards missing; or indicators missing; or inappropriate standards selected
<b>Objectives</b>  <b>(ACEI 3.1)</b>	All objectives are clearly stated with observable and measurable terms for what students will learn in the lesson	Objectives are clear; uses behavioral verbs for what students will learn in this lesson	Objectives are vague or missing; not stated in terms of what learners will <i>learn</i> in the lesson; uses terms such as "know" or "understand"
<b>Anticipatory Set/ Motivation/ Opening</b>  <b>(ACEI 3.4)</b>	Attention 'grabber' that connects prior knowledge and previews what is to be learned	Focuses student attention and lets students know what is coming	Not really focused, does not connect with students' prior knowledge; lesson simply "started"
<b>Procedures</b>  <b>(ACEI 3.1)</b>	Specific, detailed and organized; all strategies and activities explained and easy to follow; all activities tied to objectives	Step-by-step procedures; easy to follow	Vague statement of procedure; would be hard for someone to follow or duplicate
<b>Closure</b>	Clear, concrete, comprehensive; ties lesson together and sets stage for new learning	Actions or statements are provided that are designed to bring a lesson presentation to an appropriate conclusion	Closure is vague, unrelated to learning or missing
<b>Assessment</b>  <b>(ACEI 4)</b>	Directly tied to the stated objectives; assessment procedures detailed; multiple strategies included to meet varying student intelligences	Directly tied to the stated objectives; stated assessment allows teacher to determine whether every student meets the objectives	No clear assessment; or assessment is simply assignment of homework; or stated assessment does not reflect objectives
<b>Materials</b>	Examples of worksheets or other needed print materials attached with directions; a completed worksheet or model is included (e.g., if an art activity); note of having tested technology if used	All materials necessary are listed	Materials are incomplete, partly described, or materials are missing altogether.
<b>Adaptations/ Modifications for Students with Disabilities</b>	Modifications and implementation procedures are clearly stated and appropriate for students in this specific class	Appropriate modifications and implementations are suggested	Modifications and implementations are not clearly identified