

Lesson Plan Evaluation: Science

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
Science ACEI 2.2	Plan demonstrates that candidate knows fundamental concepts of science (as appropriate to lesson topic). Plan includes age-appropriate strategies for helping to build student understanding.	Plan demonstrates that candidate knows fundamental concepts of science (as appropriate to lesson topic).	Errors in content or superficial use of science content.
Science ACEI 2.2	Appropriate NY or PA Science standards and indicators included; selected standards are appropriate for objectives	Appropriate NY or PA Science standards and indicators included; extra standards are included (i.e., standards are not specifically targeted to objectives)	NY or PA Science standards missing; or indicators missing; or inappropriate standards selected
Objectives (ACEI 3.1)	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"
Anticipatory Set/ Motivation/ Opening (ACEI 3.4)	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"
Procedures (ACEI 3.1)	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
Closure	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
Assessment (ACEI 4)	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
Materials	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.
Adaptations/ Modifications for Students with Disabilities	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