

# PA Adult Education Lesson Rubric for Mathematics 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 listed criteria for the section.

The lesson must score an average of 2.75 to be recommended for the lesson bank. If the lesson scores below 2.75, recommendations for strengthening the lesson will be provided.

Section 1 – Alignment with the Standards	Rating
<p><b>Lesson Heading</b></p> <ul style="list-style-type: none"> <li>• Lesson title describes the lesson topic and introduces lesson goals.</li> <li>• NRS levels and content area are aligned with the identified standards and lesson content.</li> <li>• Timeframe for lesson is appropriate.</li> <li>• Prior knowledge and skills needed to begin working on the new skills in the lesson are indicated as appropriate.</li> </ul>	3   2   1
<p><b>Standards and Competencies</b></p> <ul style="list-style-type: none"> <li>• CCR overarching and level-specific standards are clearly stated (e.g., Level B, Geometry, Reason with shapes and their attributes, 2.G.1).</li> <li>• Lesson activities align with the skills of the identified standards.</li> <li>• Workforce preparation skills are identified through the Transferable Skills.</li> <li>• Digital literacy and technology skills are identified through the Digital Literacy Skills.</li> </ul>	3   2   1
<p><b>Key Instructional Shifts</b></p> <ul style="list-style-type: none"> <li>• Focus: Lesson focuses on a deep understanding of the concepts presented in the standards.</li> <li>• Coherence: Lesson develops reasoning about the new concepts based on previous understandings, encouraging students to connect knowledge and skills within, or across, clusters and domains.</li> <li>• Rigor: Lesson provides students a balance of application, conceptual understanding, and procedural skill and fluency.</li> </ul>	3   2   1
<p><b>Standards for Mathematical Practices</b></p> <ul style="list-style-type: none"> <li>• Standards for Mathematical Practices that are central to the skills of the standard are identified.</li> <li>• Lesson activities provide opportunities for students to use the Standards for Mathematical Practices.</li> </ul>	3   2   1
<p><b>Section 1 Reviewer Comments</b></p>	

Adapted from:

Kentucky Adult Education. (2016.) *KYAE Lesson Repository*. <https://sites.google.com/site/kyarepository/home/templates>

Montana State University. (2021). *Lesson Plan Template*.

<https://www.montana.edu/fieldplacement/documents/PDFs/DanielsonFrameworkLessonPlan.pdf>

Section 2 – Lesson Preparation	Rating
<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Selected materials and manipulatives allow the learner to attain and practice the skills in the lesson objectives and can be adapted to accommodate learners at different levels.</li> <li>The materials indicated are meaningful and appropriate for learners to meet the requirements of the objectives.</li> <li>Lesson incorporates authentic materials, including digital tools, if available, and resources to support the learning objectives.</li> </ul>	3 2 1
<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>The identified vocabulary supports precise and accurate use of mathematical terms to communicate about mathematics.</li> <li>Vocabulary activities focus on building the academic language needed by students to meet the lesson objectives.</li> <li>Lesson describes how student mastery of the vocabulary will be assessed.</li> </ul>	3 2 1
<p><b>Lesson Objective(s)</b></p> <ul style="list-style-type: none"> <li>Lesson objectives align with the identified standards and lesson activities.</li> <li>Lesson objectives use action verbs and describe observable behaviors.</li> <li>Lesson objectives are specific, measurable, achievable, relevant, and time-bound (SMART).</li> </ul>	3 2 1
<p><b>Culturally Responsive Teaching</b></p> <ul style="list-style-type: none"> <li>Student resources regularly include authors, images, and ideas from a range of racial, cultural, linguistic, gender, and (dis)ability representations and backgrounds.</li> <li>Cultural representations and varied perspectives are fair and accurate.</li> </ul>	3 2 1
<p><b>Section 2 Reviewer Comments</b></p>	

Section 3 – Lesson Delivery	Rating
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Lesson introduction is described in detail.</li> <li>Lesson introduction includes an explanation of how lesson objectives will be shared with learners.</li> <li>Lesson introduction connects the topic to learners’ goals, interests, needs, prior knowledge, and/or experiences.</li> <li>Lesson sequence (how the lesson ties to previous and future lessons) is explained.</li> </ul>	3 2 1
<p><b>Body of the Lesson</b></p> <ul style="list-style-type: none"> <li>Lesson includes opportunities for direct instruction and modeling of the targeted skills.</li> <li>Lesson presents opportunities for students to write or speak about their conceptual understanding of math concepts, operations, and vocabulary.</li> <li>Guided practice of the target skills is included and described in detail and include opportunities for determining student readiness for independent practice.</li> </ul>	3 2 1
<p><b>Assessment/Independent Practice</b></p> <ul style="list-style-type: none"> <li>The methods for assessing whether students have met the lesson objectives are clearly described.</li> <li>Assessments allow learners to independently demonstrate their proficiency of specific skills in lesson objectives.</li> <li>Lesson provides opportunities for students to apply mathematical concepts in real-world situations and problem-solve with persistence.</li> </ul>	3 2 1
<p><b>Instructional Delivery</b></p> <ul style="list-style-type: none"> <li>Instruction includes opportunities for collaborative learning where learners work in pairs or groups to discuss math concepts/problems and justify their choices and solutions.</li> <li>Instruction includes opportunities for learners to formulate, represent, and solve a variety of math problems (e.g., problems to build procedural fluency, conceptual understanding, and real-world application).</li> <li>Lesson provides appropriate scaffolding, differentiation, intervention, technology resources, and support for a broad range of learners (e.g., through manipulatives, models, leveled tasks).</li> <li>Lesson includes formative assessments that will be used to guide pacing and skill attainment throughout the lesson.</li> </ul>	3 2 1
<p><b>Digital Literacy Integration:</b></p> <ul style="list-style-type: none"> <li>Opportunities for additional support and/or enrichment through technology are included either during the lesson or for supplemental instruction.</li> <li>Lesson includes an explanation of how student use of technology will be incorporated to support lesson objectives.</li> <li>Lesson describes how technology will be used to differentiate instruction, provide alternative ways for students to demonstrate competency, and/or teach the lesson to students remotely.</li> </ul>	3 2 1

Section 3 – Lesson Delivery	Rating
<b>Reflection, Closure, and Connection</b> <ul style="list-style-type: none"> <li>Lesson describes, in sufficient detail, the opportunities provided for student reflection.</li> <li>Lesson closure includes how student learning will be summarized (e.g., references to prior and future learning).</li> <li>Lesson closure includes a review of the lesson objectives.</li> </ul>	3   2   1
<b>Section 3 Reviewer Comments</b>	

Overall Lesson Comments
<b>Lesson Strengths</b>
<b>Areas to Improve</b>
<b>Notes from Review Meeting</b>

Scoring	Rating
Consensus	Yes   No
Total Score	
Average Score (Total Score / 14)	

Lesson Details	Lesson Information
Lesson Title and Author	
Reviewer's Name	
Time to Complete the Review	