

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>Lesson Heading</p> <ul style="list-style-type: none"> • Lesson title describes the lesson topic and introduces lesson goals. • NRS levels and content area are aligned with the identified standards and lesson content. • Timeframe for lesson is appropriate. • Prior knowledge and skills needed to begin working on the new skills in the lesson are indicated as appropriate. 	<p>3 2 1</p>
<p>Standards and Competencies</p> <ul style="list-style-type: none"> • CCR anchor and level-specific standards are clearly stated. (e.g. Reading Anchor 2, Level C: Determine the main idea of a text and explain how it is supported by key details; summarize the text.) • Lesson activities align with the skills of the identified standards. • Workforce preparation skills are identified through the Foundation Skills Framework. 	<p>3 2 1</p>
<p>Key Instructional Shifts</p> <ul style="list-style-type: none"> • Complexity: Lesson exposes students to appropriately complex texts with a focus on building students’ academic vocabulary in context. • Evidence: Lesson encourages rich, evidence-based discussion and/or writing about common texts through text-dependent questions. • Knowledge: Lesson provides students with opportunities to build knowledge about a topic through analysis of content-specific texts, including online resources. 	<p>3 2 1</p>
<p>Section 1 Reviewer Comments</p>	

Adapted from:
 Kentucky Adult Education. (2016.) *KYAE Lesson Repository*. <https://sites.google.com/site/kyaerepository/home/templates>
 Montana State University. (2021). *Lesson Plan Template*.
<https://www.montana.edu/fieldplacement/documents/PDFs/DanielsonFrameworkLessonPlan.pdf>

Section 2 Lesson Preparation	Rating
<p>Materials</p> <ul style="list-style-type: none"> Selected texts allow the learner to attain and practice the skills in the lesson objectives and can be adapted to accommodate learners at different levels. The materials indicated, in addition to texts, are meaningful and appropriate for learners to meet the requirements of the objectives (e.g. level, rigor, relevancy, and interest). Lesson incorporates authentic materials, including digital tools, if available, and resources to support the learning objective. 	3 2 1
<p>Key Vocabulary</p> <ul style="list-style-type: none"> Five to ten Tier 2 vocabulary words (academic language) from the texts are identified and incorporated into lesson activities. Vocabulary activities focus on building the academic language needed by students to meet the lesson objectives. Lesson describes how student mastery of the vocabulary will be assessed. 	3 2 1
<p>Lesson Objective(s)</p> <ul style="list-style-type: none"> Lesson objectives align with the identified standards and lesson activities. Lesson objectives use action verbs and describe observable behaviors. Lesson objectives are specific, measurable, achievable, relevant, and timely (SMART). 	3 2 1
<p>Section 2 Reviewer Comments</p>	

Section 3 Lesson Delivery	Rating
<p>Introduction</p> <ul style="list-style-type: none"> Lesson introduction is described in detail. Lesson introduction includes an explanation of how lesson objectives will be shared with learners. Lesson introduction connects the topic to learners' goals, interests, needs, prior knowledge, and/or experiences. Lesson sequence (how the lesson ties to previous and future lessons) is explained. 	3 2 1
<p>Body of the Lesson</p> <ul style="list-style-type: none"> Lesson includes opportunities for direct instruction and modeling of the targeted skills. A central focus of instruction in the lesson is "close reading or listening" of texts, which includes opportunities for evidence-based writing and/or speaking (such as responding to text-dependent questions). Guided practice of the target skills is included and described in detail and includes opportunities for determining student readiness for independent practice. 	3 2 1
<p>Assessment/Independent Practice</p> <ul style="list-style-type: none"> The methods for assessing whether students have met the lesson objectives are clearly described. Assessments allow learners to independently demonstrate their proficiency of specific skills in lesson objectives. Writing or speaking activities and assignments (if included) require students to draw on evidence from the reading selection to produce writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or essays). 	3 2 1
<p>Instructional Delivery</p> <ul style="list-style-type: none"> Instruction includes opportunities for collaborative learning with learners working in groups or pairs. Lesson provides appropriate scaffolding, differentiation, intervention, and technology resources in order to support a broad range of learners. Lesson includes formative assessments that will be used to guide pacing and skill attainment throughout the lesson. 	3 2 1
<p>Use of Technology</p> <ul style="list-style-type: none"> Opportunities for additional support and/or enrichment through technology are included either during the lesson or for supplemental instruction. Lesson includes an explanation of how student use of technology will be incorporated to support lesson objectives. 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. 	3 2 1

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

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

<p>Scoring</p>		
<p>Consensus</p>	<p>Yes</p>	<p>No</p>
<p>Total Score</p>		
<p>Average Score (Total Score / 12)</p>		

<p>Lesson Details</p>	
<p>Lesson Title and Author</p>	
<p>Reviewer's Name</p>	
<p>Time to Complete the Review</p>	