PA Adult Education Lesson Rubric for English as a Second Language (ESL)

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
Lesson Heading • 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.	3 2 1
Standards and Competencies • CCR anchor and level-specific standards are clearly stated. • ELP anchor and level-specific standards are clearly stated. (optional) • Lesson activities align with the skills of the identified standards. • Workforce preparation skills are identified through the Foundation Skills Framework.	3 2 1
Key Instructional Shifts • Complexity: Lesson exposes students to appropriately complex texts with a focus on building students' vocabulary in context. • Evidence: Lesson encourages rich, evidence-based speaking 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.	3 2 1
Section 1 Reviewer Comments 	

Section 2 Lesson Preparation	Rating
Materials • 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, interest, and cultural appropriateness). • Lesson incorporates some authentic materials, including digital tools if available, and resources to support the learning objective.	3 2 1
Key Vocabulary • Tier 2 vocabulary words (academic language) are identified and incorporated into lesson activities. • Vocabulary activities focus on building the language necessary for students to meet the lesson objectives. • The number of new vocabulary words introduced in a lesson is dependent on the level of learners, and does not exceed 12 words. • Lesson describes how student mastery of the vocabulary will be assessed.	3 2 1
Lesson Objective(s) • 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
Section 2 Reviewer Comments 	

Section 3 Lesson Delivery	Rating
Introduction • 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 students' goals, interests, needs, prior knowledge, and/or experiences. • Lesson includes a meaningful warm-up or ice breaker that allows learners to begin to engage in the lesson content or reviews previous topics/skills.	3 2 1
Body of the Lesson • Lesson includes opportunities for direct instruction and modeling of the targeted skills. • A central focus of instruction in the lesson is a "close reading or listening" of texts, which includes opportunities for evidence-based writing and/or speaking. • Instruction of language skills and/or language forms (e.g., grammar or pronunciation) is described in the lesson.	3 2 1
Assessment/Independent Practice • Lesson activities for independent practice/formative assessment are described in sufficient detail and promote application of the lesson concepts and skills. • The independent practice/formative assessment(s) are meaningful and appropriate for learners considering elements such as level, rigor, relevancy, interest, and cultural appropriateness. • Assessments allow learners to independently demonstrate their proficiency of specific skills in lesson objectives.	3 2 1
Activity Design • Lesson activities are described in detail and promote application of the lesson concepts and skills. • Activities include appropriate differentiation and support for a broad range of learners (e.g., additional supports and/or extended text for students using language and/or academic skills above or below the text level). • Activities in the lesson balance opportunities for learners to practice reading, writing, speaking, and listening.	3 2 1
Use of Technology • 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

Reflection, Closure, and Connection • Lesson describes, in detail, the 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.	3 2 1
Section 3 Reviewer Comments	

Overall Lesson Comments
Lesson Strengths
Areas to Improve
Notes from Review Meeting

Scoring	
Consensus	Yes No
Total Score	
Average Score (Total Score / 12)	

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