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| --- | --- | --- | --- | --- | --- |
| **Lesson Name:** | | | | |  |
| **Rater:** | | | | |  |
| **Total Rating:** | | | | |  |
| **Lesson Rubric: Math Components** | | | | |  |
|  | **Ratings (Points)** | | | |  |
| **Criteria** | **Expert Evidence (3)** | **Proficient Evidence (2)** | **Emerging Evidence (1)** | **No Evidence (0)** | **Rating** |
| **Vocabulary** | Contains precise mathematical vocabulary and mathematics terminology. Vocabulary is explicitly taught. | Terminology is correct mathematical terms but is not explicitly taught (more of an assumption that students understand vocabulary). | Terminology is not correct, includes use of incorrect terms or “cute” words, rather than the correct terminology. May or may not include teaching of vocabulary. | No vocabulary in lesson. |  |
| **Notation** | Uses the correct notation, including the correct equation “font” on Microsoft. (e.g., fractions written with a straight bar, rather than a slash) or explicitly explains correct notation in the lesson. | Most notations are correct. | Some notations are correct. | No mention of notations or cannot tell what should be written by teacher and students. |  |
| **Representations** | Uses mathematical representations (e.g., concrete, pictorial, and abstract) to represent, explore, and deepen student understanding appropriate for the focus of the lesson. | Mathematical representations are used in part of the lesson but lacks the links between the different representations. | Mathematical models are encouraged but appears to be almost all abstract modeling. | Utilizing only abstract representations or no mention of representations. |  |
| **Rules** | Does not contain rules that expire or rules that would lead to misconceptions. | May contains 1 or 2 rules that expire. | Contains more than 2 rules that expire or “tricks” for students to solve. | Majority of the lesson is teaching a rule or rules/tricks that expire. |  |
| **Generalizations** | Includes math tasks (e.g., like practicing patterns, seeing examples and nonexamples) that allow students to develop generalizations and the lesson identifies the generalization that students should establish. | Teacher uses math tasks that lead students to a generalization, but it is not identified as a generalization in the lesson. | The lesson begins in a way that would lead to student developed generalizations, but teacher ends up stating the generalization or rule. | Teacher simply states the rules or generalizations. No modeling or math tasks that lead to development of generalizations. |  |
|  | | | | **TOTAL** | /15 |

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| **Lesson Rubric: Instructional Components** | | |  |
| **Criteria** | **Yes (1 point)** | **No (0 points)** |  |
| There are lesson objectives. |  |  |  |
| Lesson objectives are aligned with standards (CCSS-M or state). |  |  |  |
| Lesson contains a warm-up or opening (must include an activity and/or information). |  |  |  |
| The warm-up or opening is connected to objectives, such as pre-requisite skills or needed skills to be successful during main lesson. |  |  |  |
| Interactive practice, facilitated by the teacher is included. |  |  |  |
| Independent practice or additional practice opportunities are built into the lesson. |  |  |  |
| Lesson contains questions that lead to student discussions. |  |  |  |
| A way to assess or check for understanding is part of the lesson. |  |  |  |
|  | | **TOTAL** | /8 |

Any additional notes: