

Andrews University  
**School of Education**  
 Department of Teaching, Learning, and Curriculum  
**Micro Teaching Assessment Rubric**  
 Please submit this rubric with each of your lesson plans

Candidate Name:					Date:	
Component & SED Strand (If a component is omitted, it receives a rating of 0)	Rating Scale				Weight	Points Earned (Rating x Weight)
	Level 1 - "Unacceptable" Your performance for this level is not acceptable	Level 2 - "Emerging" You seem to be struggling with this element and/or don't understand correct application	Level 3 - "Proficient" You seem to understand the element involved with only minor application issues	Level 4 - "Exceptional" Application of this element is creative and/or motivational and/or complete		
<b>Writing</b> (Research and Evaluation)	One of the four elements in the "exceptional" level is met	Two of the four elements in the "exceptional" level are met	Three of the four elements in the "exceptional" level are met	Submitted a neat lesson plan, wrote skillfully, incorporated appropriate conventions of language, & used appropriate materials for instruction	2	
<b>Scope</b> (Human Growth and Change)	One of the required lesson plan elements is present (lesson descriptors, focus construction, assessment)	Two of the required lesson plan elements are present (lesson descriptors, focus construction, assessment)	Three of the required lesson plan elements are present (lesson descriptors, focus construction, assessment)	The required lesson plan elements are present (lesson descriptors, focus construction, assessment)	2	
<b>Scope</b> (World View)	Lesson plan objectives need to be written appropriately and the content and learning experiences need to be directly related to the objectives	Lesson plan objectives need to be written appropriately or the content and learning experiences need to be directly related to the objectives	Lesson plan included appropriately written objectives. Content and experiences are mostly related to the objectives - some refinement is needed	Lesson plan included appropriately written objectives (outcomes). The objectives & content are stated specifically; content and experience of the lesson are directly related to the objectives	5	
<b>Substance</b> (Groups, Leadership, & Change)	Lesson plan details are too vague for the professor to follow the instructional progression.	Lesson plans are heading towards specifics - major revision is needed	Instructional progression can be mostly followed - some refinement is needed.	Lesson plan detail is specific enough that the professor can follow the instructional progression	2	
<b>Substance</b> (Groups, Leadership, & Change)	Declarative and procedural activities are mostly absent in the lesson plan	Levels of declarative and procedural activities are beginning to emerge - major refinement is needed	Lesson plan incorporates an acceptable level of declarative and procedural activities - some refinement needed	Lesson plan incorporates appropriate declarative and procedural activities for lesson being delivered	5	
<b>Delivery</b> (Communication and Technology)	Declarative and procedural activities for the lesson being delivered are largely ignored or absent	Some difficulty in incorporating declarative and procedural activities for the lesson being delivered	Instruction incorporates declarative and procedural activities - some refinement needed	Instruction incorporates appropriate declarative and procedural activities for lesson being delivered	5	
<b>Reflection</b> (Personal and Professional Growth)	Reflection - includes substantive treatment of one of the four required categories (demonstrates clear problem solving, evaluation, critical thinking, & application to readings, other course assignments, class sessions, content and/or experiences from other classes, and/or own prior knowledge)	Reflection - includes substantive treatment of two of the four required categories (demonstrates clear problem solving, evaluation, critical thinking, & application to readings, other course assignments, class sessions, content and/or experiences from other classes, and/or own prior knowledge)	Reflection - includes substantive treatment of three of the four required categories (demonstrates clear problem solving, evaluation, critical thinking, & application to readings, other course assignments, class sessions, content and/or experiences from other classes, and/or own prior knowledge)	Reflection - includes substantive treatment of four required categories (demonstrates clear problem solving, evaluation, critical thinking, & application to readings, other course assignments, class sessions, content and/or experiences from other classes, and/or own prior knowledge)	4	
<b>Totals</b>					25	
<b>Your average rating (your total/25)</b>						