

Lesson Plan Evaluation

Criteria	5 = Outstanding*	4 = Very Good*	3 = Good*	2 = Satisfactory*	1 = Poor*
Critical Thinking	A consistent effort is made to require critical thinking . Students must evaluate, analyze & interpret information. The objectives are clearly linked & logically developed.	Lesson plan shows a consistent effort to require students' use of critical thinking skills linked to the essential understandings and learning objectives.	Critical thinking is generally part of the inquiry. Efforts are made to encourage interpretative analysis, but the approach tends towards teacher-centered activities.	Lesson meets the general requirements & has a purpose & directed outcome. Little indication of critical thinking leading but rather emphasis on factual information.	The lesson plan is either incomplete or is too vague leading to a poorly organized developmental sequence and often more passive student involvement.
Conceptual Development	Lesson plan connects terms to essential concepts that engage student learning & understanding. All terms & concepts are clearly defined .	Relevant terms & concepts are indicated & defined. A conceptual approach is indicated but not always clearly present.	Relevant terms are stated & defined but concepts appear either detached or unclear as the lesson develops.	Most relevant terms are stated & defined but lack a conceptual framework and application with the learning objectives & essential understandings.	Relevant terms remain unclear or unstated. Students are not asked to apply terms in building their essential understandings.
Relevance to Western US History	The context applies & develops an important theme in Western US history , significantly enlarging student appreciation, knowledge & application to their lives .	The lesson creates context to an important theme in Western US history. Students gain important understanding & appreciation as a result.	Lesson plan does encourage learning that can be linked to a theme in Western US history but makes a more limited effort to build context.	The lesson does develop an event in Western US history but makes little connection that will build broader context or deepen essential understandings.	The lesson does not relate directly to Western US history. Objectives are vague & detached from the big picture, even trivial.
Creativity	An insightful approach to student learning & discovery. Well conceived & developed it inspires teachers & their students to more eagerly learn. Well adaptable to a variety of learning styles.	Clearly outlined & developed. Lesson encourages teachers & students to think broadly. Readily adapted & can stimulate development of themes/topics.	Lesson offers an interesting perspective on an important theme or issue. While using a more traditional approach it will be comparatively easy for other teachers to adopt.	Lesson is coherent and ready to adopt by other teachers but lacks insightful approach that spurs curiosity in the topic.	The lesson appears "typical", uninspiring, and merely recites factual information.
Resourcefulness	Primary sources are emphasized. Varied media & other resources engage student learning with diverse experiences . Beyond the classroom outcomes can be shared with a wider community (ie., local organizations, interactively on the Internet).	The use of primary sources is encouraged. A variety of learning tools & materials are offered, students actively engaged in their use. Learning is not limited to the classroom & students are encouraged to readily share what they learn through their inquiries.	A variety of resources are used to enable learning & discovery but seem more available in the classroom or school setting & tend to be used & demonstrated by the teacher. The use of some primary sources are required but not emphasized.	More than just a text book or main source of information is used that may include primary sources, but the process of learning & discovery appears too limited & teacher controlled.	The lesson appears to be "packaged" by relying on teacher-controlled materials with little or no encouragement to expand the learning environment. Primary sources are incidental in the learning process if used at all.
Engages students using active learning techniques.	Uses engaging active learning techniques that have students interacting with materials and one another to gain mastery of concepts, ideas, and historical thought processes.	Uses active learning techniques to have students engaging with materials OR one another to gain understanding of concepts, ideas, and historical thought processes.	Cursory effort at using active learning techniques that aims for students to understand concepts and ideas.	Cursory effort at using active learning techniques that aims for students to memorize content.	Does not incorporate active learning techniques.

*The score always ascends according to the demonstrated level of accuracy & understanding of the offered lesson content.