



# English Forward Lesson Rubric

COMPONENT	UNACCEPTABLE	ACCEPTABLE	OUTSTANDING
<b>NRS LEVEL</b>	1) Lesson is not appropriate for low/high intermediate proficiency levels	1) Lesson is appropriate for low/high intermediate proficiency levels	N/A
<b>MATERIALS/RESOURCES</b>	1) Essential materials and resources not listed 2) Materials and resources are not listed within the step in which they are used	1) Complete listing of all materials and resources needed to carry out the lesson 2) All materials and resources are listed within the step in which they are used 3) Any activity materials that must be created for the lesson do not require the use of already copyrighted material	1) Complete listing of all materials and resources needed to carry out the lesson 2) All materials and resources are listed within the step in which they are used 3) Any activity materials that must be created for the lesson do not require the use of already copyrighted material 4) When appropriate, lesson provides detailed descriptions of the type of realia to be brought into the classroom 5) When appropriate, lesson provides detailed descriptions of any supplemental materials that need to be created by the English Forward team
<b>LESSON OBJECTIVE</b>	1) Objective is missing or incomplete 2) Objective is not appropriate for content or time 3) Objective is not aligned to appropriate NRS levels	1) Stated in specific, measurable and observable terms 2) Appropriate for content and time 3) Aligned to appropriate NRS levels	N/A



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COMPONENT	UNACCEPTABLE	ACCEPTABLE	OUTSTANDING
<b>ACTIVATING BACKGROUND KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>1) Not related to objective</li> <li>2) Does not draw on what students already know</li> <li>3) Is not interactive</li> </ul>	<ul style="list-style-type: none"> <li>1) Clearly related to objective</li> <li>2) Draws on what students already know</li> <li>3) Is interactive</li> </ul>	<ul style="list-style-type: none"> <li>1) Clearly related to objective</li> <li>2) Draws on what students already know</li> <li>3) Is interactive and engaging</li> <li>4) Focuses students' attention on the lesson and piques the students' interest</li> </ul>
<b>PRESENT INFORMATION</b>	<ul style="list-style-type: none"> <li>1) Does not provide meaningful input</li> <li>2) Not appropriate for lesson</li> <li>3) Students do not get to hear or see the language they will need to use later</li> <li>4) Activity is not in the form of a short narrative</li> <li>5) Does not include visual support, such as pictures, realia, or drawings</li> </ul>	<ul style="list-style-type: none"> <li>1) Provides meaningful input</li> <li>2) Is appropriate for the lesson</li> <li>3) Students get to hear and see language they will need to use later</li> <li>4) Activity is in the form of a short narrative</li> <li>5) Includes visual support, such as pictures, realia, or drawings</li> </ul>	<ul style="list-style-type: none"> <li>1) Provides meaningful input</li> <li>2) Is appropriate for the lesson</li> <li>3) Students get to hear and see language they will need to use later</li> <li>4) Activity is in the form of a short narrative</li> <li>5) Includes multiple modes of visual support</li> </ul>
<b>DISCUSSION &amp; COMPREHENSION CHECK</b>	<ul style="list-style-type: none"> <li>1) No check for understanding of language or concept</li> <li>2) Does not allow the entire class to participate</li> </ul>	<ul style="list-style-type: none"> <li>1) Checks for understanding of language and concept</li> <li>2) Allows the entire class to participate</li> </ul>	<p>N/A</p>



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<b>HIGHLIGHT LESSON FOCUS AND MODEL TASK</b>	<ol style="list-style-type: none"> <li>1) No demonstration of what students will do</li> <li>2) No use of resources or activity materials</li> <li>3) Learning activities are not student centered</li> </ol>	<ol style="list-style-type: none"> <li>1) Demonstrates what the students will do providing some kind of sensory support related to the lesson using resources or activity materials (pictures, maps, charts, dramatizations, demonstrations of processes, or any other visual assists, including technology when appropriate)</li> <li>2) Learning activities are student centered</li> </ol>	<ol style="list-style-type: none"> <li>1) Demonstrates what the students will do providing some kind of sensory support related to the lesson including both of the following: <ul style="list-style-type: none"> <li>• Provides multi-sensory support related to the lesson using resources (pictures, maps, charts, dramatizations, demonstrations of processes, or any other visual assists, including technology when appropriate)</li> <li>• When appropriate, integrates cultural components, such as the cultural aspects of job interviews, to build students' awareness of cultural differences.</li> </ul> </li> <li>2) Learning activities are student centered</li> </ol>
<b>GUIDED PRACTICE</b>	<ol style="list-style-type: none"> <li>1) Provides minimal practice of lesson skill and language</li> <li>2) No direct supervision by teacher</li> <li>3) Students are not involved</li> </ol>	<ol style="list-style-type: none"> <li>1) Provides adequate practice of lesson skill</li> <li>2) Minimal teacher supervision provided</li> <li>3) Multiple students are involved</li> </ol>	<ol style="list-style-type: none"> <li>1) Provides extensive and/or highly creative practice of lesson skill</li> <li>2) Adequate teacher supervision provided</li> <li>3) All students are involved</li> </ol>
<b>SMALL GROUP WORK</b>	<ol style="list-style-type: none"> <li>1) Does not match stated objectives, modeling and/or guided practice</li> <li>2) Provides no or unclear directions</li> <li>3) Teacher is extensively involved in activity.</li> </ol>	<ol style="list-style-type: none"> <li>1) Matches stated objectives, modeling, and/or guided practice</li> <li>2) Clear directions provided</li> <li>3) Teacher is minimally involved in activity</li> </ol>	<ol style="list-style-type: none"> <li>1) Matches stated objectives, modeling, and/or guided practice</li> <li>2) Clear directions provided</li> <li>3) Teacher is minimally involved in activity</li> <li>4) Activity provides opportunity for creative practice</li> </ol>



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<b>HIGHLIGHT HOW ENGLISH WORKS</b>	1) Does not address a culture or language point based on the lesson content 2) Is inadequate or inappropriate for the lesson difficulty	1) Addresses a culture or language point based on the lesson content 2) Appropriate for the lesson difficulty	1) Addresses a culture or language point based on the lesson content 2) Appropriate for the lesson difficulty 3) Clearly relates to lesson objective and has a meaningful application in the real world
<b>QUICK CHECK &amp; REVIEW</b>	1) Does not review the key points or highlight what students should take away from the lesson 2) Does not allow all students to participate in activity	1) Reviews the key points and highlights what students should take away from the lesson 2) Allows all students to participate in the activity	1) Reviews the key points and highlights what students should take away from the lesson 2) Allows all students to participate in the activity 3) Elicits students' understanding of lesson without being closed-ended
<b>EXTENSION ACTIVITY</b>	1) Is not a natural extension or application of the lesson content that allows students to take what they learned in the lesson and apply it to real life	1) Is a natural extension or application of the lesson content that allows students to take what they learned in the lesson and apply it to real life.	N/A