**Lesson Design Studio – Peer Feedback Form  
Basic Lesson Design**

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| **Lesson Author:** |  | **Unit:** |  |
| **Standard(s) (Code):**  Appropriate?  \_Yes \_No |  | **Course:** |  |
| **Lesson Title:** |  | **Grade:** |  |
| **Feedback Provided By:** |  | **Shared On:** (Date/Initials) |  |

**Directions:** Use this rubric to provide feedback on the design of a lesson. For each component, check the cell that best describes its level of development (*Developing, Emerging, or Meeting/Exceeding*; Note that each column’s description builds upon the previous). Check NI (Not Identified) if a component is not included. Provide positive comments and suggestions for improvement where applicable. Once all components are rated, summarize the overall strengths and weaknesses of the lesson.

| **Lesson Component** | **Developing**  (Does Not Meet Expectations) | **Emerging**  (Minimally Meets Expectations) | **Meeting/ Exceeding**  (Meets Expectations) | **Comments** |
| --- | --- | --- | --- | --- |
| **Lesson Objective**  \_\_NI | \_\_\_The stated objective is related to the standard; | \_\_\_ AND includes the required components;  \_\_ learner/behavior  \_\_ condition  \_\_ criteria | \_\_\_AND is clear, demonstrable, and meaningful for student learning. |  |
| **Instructional Modes:** | | | | |
| * **Teacher-Directed Whole-Class Instruction:**   *Think*  \_\_NI | \_\_\_A strategy is identified; | \_\_\_AND is related to the lesson objective; | \_\_\_AND stimulates thinking and connects to prior knowledge. |  |
| *Know*  \_\_NI | \_\_\_ The teaching content is identified; | \_\_\_AND is clearly described; | \_\_\_AND supports the lesson goals. |  |
| *Show*  \_\_NI | \_\_\_A strategy to check for student understanding is identified; | \_\_\_AND is clearly tied to the lesson objective criteria; | \_\_\_AND demonstrates understanding of key learning concepts. |  |
| * **Teacher-Directed Group**   \_\_NI | \_\_\_A teacher-led activity for a small group of students is identified; | \_\_\_AND covers key concepts related to lesson; | \_\_\_AND is appropriate with clearly described easy to follow steps. |  |
| * **Student-Directed Group**   \_\_NI | \_\_\_A student-led activity is identified; | \_\_\_AND is directly related to the lesson objective; | \_\_\_AND supports practice, application, or further learning. |  |
| * **Independent Practice**   \_\_NI | \_\_\_An independent activity is identified; | \_\_\_AND is directly related to the lesson objective; | \_\_\_AND supports practice, application, or further learning. |  |
| * **Homework**   \_\_NI | \_\_\_A homework activity is identified; | \_\_\_AND is directly related to the lesson objective; | \_\_\_.AND supports practice, application, or further learning. |  |
| **Other Components** | | | | |
| **Resources / Materials**  \_\_NI | \_\_\_Resources and materials appropriate to the lesson objective were identified; | \_\_\_AND includes their use in supporting the lesson objective; | \_\_\_AND their use in supporting students in acquiring information/ skills across variety of modalities. |  |
| **Technology Integration**  \_\_NI | \_\_\_Technology is identified for use during the lesson; | \_\_\_AND supports the lesson objective; | \_\_\_AND enhances personalized learning. |  |
| **Accommodations**  \_\_NI | \_\_\_Accommoda-tions for learners with unique needs are mentioned; | \_\_\_AND support student learning related to the lesson objective; | \_\_\_AND do not impact the intended level of skill or outcome. |  |
| **Modifications (Accelerated)**  \_\_NI | \_\_\_Modifications to accelerated learning are mentioned; | \_\_\_AND are directly related to the lesson objective; | \_\_\_AND appropriate to the needs of students needing acceleration. |  |
| **Modifications  (Pre-requisite)**  \_\_NI | \_\_\_Modifications that support pre-learning are identified; | \_\_\_AND are directly related to the lesson objective; | \_\_\_AND likely to support students needing additional pre-requisite skills. |  |
| **Personalization Strategies (Big 3)**  \_\_NI | \_\_\_ A personalization strategy is identified:  \_\_active student responding  \_\_learning pictures  \_\_learning technology | \_\_\_AND is directly related to the lesson objective; | \_\_\_AND its appropriate use for lesson goals is clearly described. |  |

**Overall Strengths of the Lesson:**

**General Areas for Improvement:**

**Explanation of the Lesson Components**

**Learning Objective:** The learning objective specifies the learner, the behavior, and the conditions and criteria for determining when the objective has been mastered.

**Learner/Behavior**: Typically stated as “Student will be able to . . .” this indicates the knowledge or skill the students will demonstrate.

**Condition**: This section identifies under what conditions students will demonstrate their mastery of the lesson’s objective (for example, “On a worksheet with fraction problems,” or “In a 3- minute presentation to the class.”).

**Criteria (formative):** This section identifies the criteria for demonstration of mastery (for example, “On a worksheet with 20 fraction problems, the student will correctly answer 80%.” OR “In a 3-minute presentation to the class, the student will utilize all four components of an expository presentation.”).

**Instructional Modes**: The lesson should employ at least one mode (and often two or more). The description of each instructional mode should provide enough information to guide the teacher in conducting the lesson in the classroom and to explain to a colleague what the teacher is doing.

**Whole Class**: In whole-class instruction, the teacher begins the lesson with a behavior check to be sure all students are attentive and ready. The teacher then reviews the previous lesson and connects it to the current one. In creating the lesson, the teacher adds information to explain the main steps in whole-class instruction that follow the behavior check and review.

**Think**: Think activities stimulate student thinking and spark student interest in the topic by making connections to what students already know or think (examples include “hooks,” advance organizers, brief stories, etc.).

**Know**: The purpose of Know is to introduce new learning through teacher instruction interspersed with questioning while maintaining a lively pace.

**Show**: In Show, the teacher checks for student understanding to both gauge mastery and identify those students who may need other instructional modes (such as a teacher group) or lesson modifications. Teacher could use questioning, choral response, recitation, or other means for students to demonstrate understanding during Show.

**Teacher-Directed Group(s):** These activities usually focus on homogeneous groups of students based on a similar instructional need. These groups are fluid and formed as needed to directly teach, reteach, or reinforce pre-requisite skills by providing more instruction. The description includes the topic and activity instructions.

**Student-Directed Group(s)**: These are heterogeneous student group activities where students work together to practice or apply learning, often using cooperative learning techniques. The description should include instructions and the end goal or work product expected.

**Independent Practice**: These activities allow each student to apply or practice the newly acquired skills individually. The purpose of the independent practice is noted here as well as any needed student instructions, including how the work will be checked (self-check, peer-check, teacher-check).

**Homework**: The homework assignment should reinforce student learning from the lesson through practice and may provide opportunities for more learning; entry includes how the work will be checked (self-check, peer-check, teacher-check).

**Resources / Materials**: The resources and materials needed by students and also the teacher should be specified.

**Technology Integration**: Technology can enhance and personalize learning. The technology tools (hardware or software) used by the teacher or students, if any, should be listed along with each item’s purpose and use.

**Accommodations**: Accommodations help a student access the lesson without changing the content or skills being taught. The accommodations needed for English learners, students with disabilities, and students with IEPs should be specified.

**Modifications**: Modifications are changes to either content or skill to meet the needs of students for either accelerated learning or acquisition of pre-requisite skills in order to master the lesson objective.

**Accelerated:** The modified content and assignments to accelerate learning and keep those students who have already demonstrated mastery of the learning objective engaged should be specified.  
**Pre-requisite**: The modified content and assignments that support students who have not yet mastered the pre-requisite skills or content needed for the new lesson objective, assignments or homework to provide them the building block skill and knowledge development that will enable them to ultimately meet the objective should be specified.

**\*The “Big 3” Strategies to Increase Learning Outcomes are:** Active student Responding (choral responding, response cards, guided notes); Learning Pictures (student graphing of mastery)**;** Technology to increase personalization and engagement (e.g., Kahoot).