

EDU 331 LESSON PLAN PEER REVIEW FORM

Your Name: _____

Lesson Plan #: _____

Overall, what did the writer do well in this lesson plan? [Identify at least 1-2 things]

1.

Criteria	Meets Expectations	Developing	Incomplete
Foundational Elements Feedback			
1. Objectives are specific, measurable, and age-appropriate. Vague words verbs like <i>to understand, to know, or to learn</i> are left out.			
2. There is an objective that aligns with a creativity focus <u>and</u> a language/literacy focus (1 creativity objective & 1 lang/lit objective)			
3. Each objective is connected to one, best-fit standard. The writer includes a creativity standard <u>and</u> a language/literacy standard.			
<u>Comments:</u> [provide comments for all criteria that you mark as <i>Developing</i> or <i>Incomplete</i>]			
Documentation Plan & Concept Planning/Scaffolding			
1. The number of formal assessments matches the number of objectives (i.e., 3 objectives means 3 unique assessments).			
2. Can the teacher find out if the children met the lesson objectives based on the formal assessments planned?			
3. Description of the lesson content/concepts mirrors the sample (i.e., length, quality of word choice, focus on creativity experience).			
4. Background knowledge/skills are thorough and none are missing.			
5. Instructional sequencing is 2-5 bullet points and mirrors the sample.			
6. There are at least 3 target vocabulary words included and all have a child-friendly definition.			
<u>Comments:</u> [provide comments for all criteria that you mark as <i>Developing</i> or <i>Incomplete</i>]			

Criteria	Meets Expectations	Developing	Incomplete
Learning Activities, Differentiation, Intentional Communication, & Next Steps			
1. The opening of the lesson includes intentional open-ended questions to elicit children’s interest in the activity.			
2. The body of the lesson is highly descriptive and weaves in how the candidate will engage children with intentional communication (i.e., questioning).			
3. The conclusion of the lesson includes a description of how the teacher will summarize the activity for children.			
4. The differentiation plan mirrors the sample; children’s accommodation plans are reasonable for the lesson.			
5. There is at least 1 question for each level of Bloom’s thinking skills and the question is clearly linked to the topic/activity.			
6. The Next Steps activity is logically connected to the teacher’s planned activity.			
Comments: [provide comments for all criteria that you mark as <i>Developing</i> or <i>Incomplete</i>]			
Holistic Quality of Lesson Plan			
1. The activity described in this lesson plan is a process-based, creative experience (e.g., the activity is open-ended and invites innovation).			
2. The activity is primarily child-guided with strategic support offered by the teacher.			
3. The writer has selected descriptive words in their writing (i.e., robust word choice) to provide the reader with detailed knowledge of their planning.			
4. The lesson plan is free of grammatical errors and spelling mistakes.			
Comments: [provide comments for all criteria that you mark as <i>Developing</i> or <i>Incomplete</i>]			