Lesson Reflection—RUBRIC

Criteria	1—Below Basic	2—Emergent	3—Proficient	4—Exemplary
Using assessment data	The teacher's reflection is based on generalizations and/or perception. Student learning data is not cited in discussion of the lesson's effectiveness.	The teacher documents student learning progress and references this information in the analysis of lesson effectiveness and discussion of future planning.	The teacher includes analysis of documented student learning progress in reflection. In addition to suggestions for future planning, the teacher uses formative assessment data to adjust instruction in the moment (i.e. to modify planned scaffolds, to provide additional supports/acceleration for individuals or groups of learners).	The teacher uses student learning data understand each learner's progress, adjust instruction as needed, provide feedback to learners, and document learner progress against standards.
Accuracy	Candidate does not know whether a lesson was effective or achieved its instructional outcomes, or candidate profoundly misjudges the success of a lesson.	Candidate has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Candidate makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Candidate makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.
Efficacy	Candidate does not communicate a general sense of efficacy (accepting responsibility for student learning).	Candidate communicates ownership only for student successes and/or offers excuses for those who struggled or did not succeed.	Candidate accepts ownership for the learning of all students, but does not suggest specific, practical actions for future learning beyond those already tried.	Candidate accepts ownership for the learning of all students and suggests specific, practical actions to try with specific students.
Use in future teaching	Candidate has no suggestions for how a lesson could be improved another time the lesson is taught.	Candidate makes general suggestions about how a lesson could be improved another time the lesson is taught.	Candidate makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, candidate offers specific alternative actions, complete with the probable success of different courses of action.

Based on Danielson's Framework for Teaching