

Assessment 3  
Cedarville University Physical Education  
Lesson Plan Assessment

Target – Approved (must score at acceptable level on ALL components)  
Acceptable – Revise for Acceptable at school prior to teaching (unacceptable on ONE component)  
Unacceptable - Revise and Resubmit (unacceptable on two or more components) by:

Component	Target	Acceptable	Unacceptable
Objectives <b>(NASPE Standard 6.1 &amp; 6.2)</b>	Learner and teacher objectives are exceptional: written appropriately, clearly define developmentally appropriateness and assess student learning. Learner objectives indicate how and what students are to learn. Objectives are aligned to NASPE Content Standards.	Learner and teacher objectives are appropriately written, developmentally appropriate and measurable. Objectives are aligned to NASPE Content Standards	Learner and/or teacher objectives are inappropriately written, developmentally inappropriate and/or not measurable. Objectives are not aligned to NASPE Content Standards.
Level Scored/Comments			
Classroom Management: time, transition, & behavior <b>(NASPE Standard 6.4 &amp; 6.5)</b>	Management and transitions are documented and are efficient in terms of movement of students and equipment, moving from one activity to another and managing student behavior.	Management and transitions are documented but needs minor revision to maximize efficiency; techniques for student behavior is sufficient.	Management (e.g. behavior, attendance, rules and routines) and/or transitions are not documented.
Level Scored/Comments			
Alignment of objectives, content & assessment <b>(NASPE Standard 7.2, 6.2, 2.3, 3.1)</b>	Content is integrated and aligned to developmentally appropriate objectives and authentic methods (formal or informal) of assessing (self, peer and/or teacher) student learning	Content is aligned to developmentally appropriate objectives and a feasible method (formal or informal) of assessing student learning.	Content (activities) selected is developmentally inappropriate and/or assessment (formal or informal) is not documented.
Level Scored/Comments			
Content development & progression: teaching cues, strategies, task design <b>(NASPE Standard 3.1, 2.3, 6.4, 6.5, 6.6, 6.8, 6.9)</b>	Teaching strategies, teaching cues, and task designs are ALL documented, aligned, integrated, and appropriate, maximizing effectiveness	Teaching strategies, teaching cues, and task designs are ALL documented but one or more require minor revision to maximize effectiveness.	Teaching strategies, teaching cues, and task designs are not documented or are inappropriate.
Level Scored/Comments			