

### Phase 4 Artifact and/or Performance Rubric

Standard	Incomplete 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable
<p><b>WTS 4</b> Instructional Strategies</p> <p>Score: _____</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction shows a singular, expository approach to content coverage.</li> <li><input type="checkbox"/> Little evidence of attention to learner feedback.</li> <li><input type="checkbox"/> When students do not get an assigned task or concept, tends to blame the students.</li> <li><input type="checkbox"/> No opportunities for students to develop critical thinking, problem solving, and/or performance capabilities.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction shows a singular, probably expository approach to content coverage.</li> <li><input type="checkbox"/> Little evidence of adjustment of instruction in response to learner feedback.</li> <li><input type="checkbox"/> When students do not get an assigned task or concept, tends to repeat the explanation or directions over and over frequently with increasing volume.</li> <li><input type="checkbox"/> Few opportunities for students to develop critical thinking, problem solving, and/or performance capabilities.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses at least two instructional methods, but relies dominantly on an expository approach.</li> <li><input type="checkbox"/> Makes minimal, but recognizable adjustment of instruction in response to learner feedback.</li> <li><input type="checkbox"/> When students do not get an assigned task or concept, tells the students to listen carefully and repeats the directions or explanation.</li> <li><input type="checkbox"/> Provides some opportunities for students to develop critical thinking, problem solving, and/or performance capabilities.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses a variety of instructional methods and representations but has some difficulty connecting with the concepts to be learned.</li> <li><input type="checkbox"/> Struggles some in making adjustments of the methods based on student feedback.</li> <li><input type="checkbox"/> When students do not get an assigned task or concept, repeats the directions or explanation and then asks a student to explain it using his or her own words.</li> <li><input type="checkbox"/> Provides occasional opportunities for students to develop critical thinking, problem solving, and/or performance capabilities.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses a wide variety of instructional methods and representations showing careful coordination with the concepts to be learned.</li> <li><input type="checkbox"/> Readily adjusts methods based on student feedback.</li> <li><input type="checkbox"/> When students do not get an assigned task or concept, seeks information from the students about what they do understand and builds on that information frequently using a different representation of the concept or task.</li> <li><input type="checkbox"/> Provides multiple opportunities for students to develop critical thinking, problem solving, and/or performance capabilities.</li> </ul>

Comments:

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Date