## Phase 4 Artifact and/or Performance Rubric

<table>
<thead>
<tr>
<th>Standard</th>
<th>Incomplete 0 Unacceptable</th>
<th>Minimal 1 Unacceptable</th>
<th>Basic 2 Acceptable</th>
<th>Proficient 3 Acceptable</th>
<th>Advanced 4 Acceptable</th>
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</thead>
<tbody>
<tr>
<td>WTS 7 Instructional Planning</td>
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<td>Score:</td>
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- □ No long-term plans evident.
- □ Short-term plans tend to be vague or sketchy when present.
- □ There is no evidence of a concern for students’ prior knowledge or skills, learning style differences, or needs.
- □ Logical connections among and within lessons not evident.
- □ No or little evidence of having considered the state academic standards as a part of instructional planning.
- □ Long-term planning tends to be vague and lacking connections to assessments.
- □ Short-term plans are cursory or rushed showing little forethought of student needs or subject matter parameters.
- □ Instructional plan tends to be the same every day. No or little evidence of a connection with differences among students.
- □ Lessons appear fragmented rather than following a logical progression.
- □ Connection to state academic standards is tenuous.
- □ Long-term and short-term plans tend to be more of an academic exercise than a focused learning plan connected to assessments.
- □ Plans include a few instructional variations; however, they do not appear to be connected to specific differences among the students.
- □ Generally plans follow a logical progression, but with little connection to student prior knowledge and skills.
- □ Plans tend to be thorough, but relatively inflexible. Rarely do plans engage students in problem-solving and/or critical thinking.
- □ Lesson plans show a clear connection to relevant state academic standards.
- □ Long-term and short-term plans show reasoned connections among and within lessons and are tied to assessments. Planning format tends to be difficult to adjust to meet emerging needs or contingencies.
- □ While plans include instructional variations, these approaches do not appear to be connected to specific differences among the students.
- □ Plans follow a logical progression with a clear connection to student prior knowledge and skills.
- □ Lessons show a clear connection to relevant state academic standards.
- □ Frequently lessons engage students in problem-solving and some critical thinking. Often have elements of creative thinking evident.
- □ Constructs both long-term and short-term plans based on an initial assessment of student needs and prior knowledge. Uses a planning format that may be readily adjusted to meet emerging student needs and contingencies.
- □ Plans include instructional variations consistent with student differences among the students.
- □ Plans build systematically on student prior knowledge and skills.
- □ Instruction shows a clear, deliberate connection to relevant state academic standards.
- □ Plans reflect and invite problem-solving, critical thinking, and creativity.

Comments:

_________________________   __________________________
Evaluator                                Date

Rev. 1/11/2007 1:06:34 PM