

## Phase 4 Artifact and/or Performance Rubric

| Standard   | Incomplete<br>0<br>Unacceptable   | Minimal<br>1<br>Unacceptable   | Basic<br>2<br>Acceptable  | Proficient<br>3<br>Acceptable  | Advanced<br>4<br>Acceptable   |
|--|---|--|---|--|---|
| <b>WTS 7</b><br>Instructional Planning<br><br>Score: _____ | <ul style="list-style-type: none"> <li><input type="checkbox"/> No long-term plans evident.</li> <li><input type="checkbox"/> Short-term plans tend to be vague or sketchy when present.</li> <li><input type="checkbox"/> There is no evidence of a concern for students' prior knowledge or skills, learning style differences, or needs.</li> <li><input type="checkbox"/> Logical connections among and within lessons not evident.</li> <li><input type="checkbox"/> No or little evidence of having considered the state academic standards as a part of instructional planning.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Long-term planning tends to be vague and lacking connections to assessments</li> <li><input type="checkbox"/> Short-term plans are cursory or rushed showing little forethought of student needs or subject matter parameters.</li> <li><input type="checkbox"/> Instructional plan tends to be the same every day.</li> <li>No or little evidence of a connection with differences among students.</li> <li><input type="checkbox"/> Lessons appear fragmented rather than following a logical progression.</li> <li><input type="checkbox"/> Connection to state academic standards is tenuous.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Long-term and short term plans tend to be more of an academic exercise than a focused learning plan connected to assessments</li> <li><input type="checkbox"/> Plans include a few instructional variations; however, they do not appear to be connected to specific differences among the students.</li> <li><input type="checkbox"/> Generally plans follow a logical progression, but with little connection to student prior knowledge and skills.</li> <li><input type="checkbox"/> Plans tend to be thorough, but relatively inflexible. Rarely do plans engage students in problem-solving and/or critical thinking.</li> <li><input type="checkbox"/> Lesson plans show a clear connection to relevant state academic standards.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Long-term and short-term plans show reasoned connections among and within lessons and are tied to assessments.</li> <li>Planning format tends to be difficult to adjust to meet emerging needs or contingencies.</li> <li>While plans include instructional variations, these approaches do not appear to be connected to specific differences among the students.</li> <li>Plans follow a logical progression with a clear connection to student prior knowledge and skills.</li> <li>Lessons show a clear connection to relevant state academic standards.</li> <li>Frequently lessons engage students in problem-solving and some critical thinking. Often have elements of creative thinking evident.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> <li>Plans include instructional variations consistent with student differences among the students.</li> <li>Plans build systematically on student prior knowledge and skills.</li> <li>Instruction shows a clear, deliberate connection to relevant state academic standards.</li> <li>Plans reflect and invite problem-solving, critical thinking, and creativity.</li> </ul> |

Comments:

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Evaluator

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Date