

Phase 4 Artifact and/or Performance Rubric

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

Comments:

Evaluator

Date