

*EDSP 4980/8180 Long Range Plan Scoring Rubric*

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| Student Name: | Date: |
| Classroom Teacher: | School: |
| University Supervisor: | Semester: |
| Evaluator: |  |

* Performance levels with performance criteria are provided at levels 3, 2, and 1.
* Performance levels may be reduced if substantial written expression (e.g., grammatical, syntax, typos) are present.
* This assignment is worth a maximum of 21 points.

### Classroom Environment (Description of Classroom Environment)

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|  | **Proficient 3** | **Needs Improvement 2** | **Unsatisfactory 1** |
| **Environment**  ADEPT 8A,B | The classroom description includes evidence that indicates the classroom     * is organized and understandable to all students. * supplies, equipment, and resources are easily and readily accessible. * displays student work that frequently changes. * is arranged to promote individual and group learning. | The classroom description includes evidence that indicates the classroom   * is organized and understandable to most students. * supplies, equipment, and resources are accessible. * displays student work. * is arranged to promote individual and group learning. | The classroom description includes evidence that indicates the classroom   * is not well organized and understandable to students. * supplies, equipment, and resources are difficult to access. * does not display student work. * is not arranged to promote group learning. |
| **Evidence Notes** |  |  |  |

**Teacher Knowledge of Students (Description of Student Population)**

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|  | **Proficient 3** | **Needs Improvement 2** | **Unsatisfactory 1** |
| **Teacher Knowledge of Students[[1]](#endnote-1)**  ADEPT 5A; 6B | * Teacher description of students display understanding of each student’s anticipated learning difficulties. * Teacher documents student interests and cultural heritage | * Teacher description of students display understanding of some student anticipated learning difficulties. * Teacher sometimes documents student interests and cultural heritage | * Teacher description of students demonstrate minimal knowledge of students anticipated learning difficulties. * Teacher plan rarely addresses student interests or cultural heritage |
| **Evidence Notes** |  | | |

**Standards/Objectives (Learning & Developmental Goals/ Sequential Instructional Units)**

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|  | **Proficient 3** | **Needs Improvement 2** | **Unsatisfactory 1** |
| **Standards and Objectives**  ADEPT 1B; 2A; 4A; 7A | * All learning objectives and state content standards are explicitly communicated in the plan. * Sequential instructional units are related to state content standards and documented. * Sequential instructional units are: consistently connected to what students have previously learned. | * Most learning objectives and state content standards are included in the plan. * Most sequential instructional units are related to   state content standards   * Sequential instructional units are connected to what students have previously learned. | * Few learning objectives and state content standards are included in the plan. * Sequential instructional units are not related to content standards * Sequential instructional units are rarely connected to what students have previously learned. |
| **Evidence Notes** |  | | |

**Materials (Resources)**

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|  | **Proficient 3** | **Needs Improvement 2** | **Unsatisfactory 1** |
| **Activities** **and Materials**  ADEPT 2B; 5B,C; 6C  Technology  EEDA 5, 6, 7 | Activities and materials include most of the following:   * support the lesson objectives. * are challenging. * sustain students’ attention. * elicit a variety of thinking. * provide time for reflection. * are relevant to students’ lives. * provide opportunities for student to student interaction. * induce student curiosity and suspense. * provide students with choices. * incorporate multimedia and technology.   incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc). | Activities and materials include some of the following:   * support the lesson objectives. * are challenging. * sustain students’ attention. * elicit a variety of thinking. * provide time for reflection. * are relevant to students’ lives. * provide opportunities for student to student interaction. * induce student curiosity and suspense. * provide students with choices. * incorporate multimedia and technology.   incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc). | Activities and materials include few of the following:   * support the lesson objectives. * are challenging. * sustain students’ attention. * elicit a variety of thinking. * provide time for reflection. * are relevant to students’ lives. * provide opportunities for student to student interaction. * induce student curiosity and suspense. * provide students with choices. * incorporate multimedia and technology.   incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc). |
| **Evidence Notes** |  | | |

**Assessment (Evaluating/Recording Student Progress)**

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|  | **Proficient 3** | **Needs Improvement 2** | **Unsatisfactory 1** |
| **Assessment**  ADEPT 2C; 3A,B,C; 7B | Assessment plan includes a comprehensive plan for evaluating and recording student progress:   * Aligned with state content standards * measure student progress and performance in more than three ways * include descriptions of how assessment results will be used to inform future instruction | Assessment plan mostly provides a description of methods used to record student progress:   * Aligned with state content standards * Measure student progress and performance in more than two ways * Include descriptions of how assessment results will be used to inform future instruction | Assessment plan indicates an inconsistent method of recording student progress:   * Rarely aligned with state content standards * Measure student progress and performance in less than two ways |
| **Evidence Notes** |  | | |

**Managing Student Behavior (Classroom Management)**

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|  | **Proficient 3** | **Needs Improvement 2** | **Unsatisfactory 1** |
| **Managing Student Behavior**  ADEPT 1E; 8B | Classroom management plan includes a comprehensive positive behavior management plan that includes all of the following:   * Appropriate for student grade-level and ability-level * Clear expectations and procedures are established * Is grounded in positive behavior techniques * Provides clear consequences for actions | Classroom management plan includes most of the following :   * Appropriate for student grade-level and ability-level * Clear expectations and procedures are established * Is grounded in positive behavior techniques * Provides clear consequences for actions | Classroom management plan indicates a plan that is inconsistent or is:   * Inappropriate for student grade-level and ability-level * Vague expectations and procedures are established * Is grounded in negative behavior techniques * Vague consequences for actions |
| **Evidence Notes** |  | | |

**Collaboration (Plan to Work with General Education Teachers, Para educators, & Families)**

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|  | **Proficient 3** | **Needs Improvement 2** | **Unsatisfactory 1** |
| **Collaboration** | Plan includes:   * Comprehensive plan for collaboration with general education teachers * Detailed plan of managing a classroom with para educators. * Comprehensive plan for collaborating with families in a meaningful way | Plan mostly provides:   * Plan for collaboration with general education teacher * Plan for managing a classroom with para educators mostly addresses educational responsibilities. * Plan for collaborating with families is generic | Plan indicates:   * Collaboration with general education teachers is inconsistent. * Plan for managing para educators lacks details for educational responsibilities. * Plan for collaborating with families lacks details |
| **Evidence Notes** |  | | |

1. [↑](#endnote-ref-1)