

*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.
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| **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
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| **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.
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| **Evidence Notes** |  |

**Materials (Resources)**

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|  | **Proficient 3** | **Needs Improvement 2** | **Unsatisfactory 1** |
| **Activities****and Materials**ADEPT 2B; 5B,C; 6CTechnologyEEDA 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
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| **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
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| **Evidence Notes** |  |

1. [↑](#endnote-ref-1)