

**Heritage University**

Class: \_\_\_\_\_

Student: \_\_\_\_\_

## Rubric: Instructional Plan

Targets				
	Unacceptable 0 pts	Developing 1 pts	Adequate 2 pts	Distinguished 3 pts
<b>Curriculum which facilitates learning</b>	<p><b>Unacceptable</b></p> <ul style="list-style-type: none"> <li>•EALRs/GLEs not listed.</li> <li>•Learning target not defined or not defined in terms of student performance.</li> <li>•Learning experiences do not align well with EALR/GLE or learning target.</li> <li>•Lesson is inappropriate for grade level.</li> </ul>	<p><b>Developing</b></p> <ul style="list-style-type: none"> <li>•Appropriate EALR/GLE is listed.</li> <li>•Learning target included, but vaguely defined or poorly aligned with EALR/GLE.</li> <li>•Learning experiences align only weakly with EALR/GLE or learning target.</li> <li>•Lesson is only somewhat appropriate for grade level.</li> </ul>	<p><b>Adequate</b></p> <ul style="list-style-type: none"> <li>•Appropriate EALR/GLE is listed.</li> <li>•Learning target aligns with EALR/GLE, and clearly addresses performance and criteria.</li> <li>•Learning experiences are clearly outlined and align well with EALR/GLE and learning target.</li> <li>•Lesson will facilitate learning at the grade level.</li> </ul>	<p><b>Distinguished</b></p> <ul style="list-style-type: none"> <li>•Appropriate EALR/GLE is listed.</li> <li>•Learning target is clearly defined and aligns well with EALR/GLE.</li> <li>•Learning experiences are robust, clear and creative and align well with the EALR/GLE.</li> <li>•Lesson will motivate learning at the grade level.</li> </ul>
<b>Content Accuracy</b>	<p><b>Unacceptable</b></p> <ul style="list-style-type: none"> <li>•Flaws in major concepts.</li> </ul>	<p><b>Developing</b></p> <ul style="list-style-type: none"> <li>•Major concepts are accurate, but there are minor misunderstandings in content.</li> </ul>	<p><b>Adequate</b></p> <ul style="list-style-type: none"> <li>•Lessons are conceptually accurate.</li> </ul>	<p><b>Distinguished</b></p> <ul style="list-style-type: none"> <li>•Lessons are conceptually accurate and insightful.</li> </ul>
<b>Instructional Strategies</b>	<p><b>Unacceptable</b></p> <ul style="list-style-type: none"> <li>•Range of strategies is very limited or one-dimensional.</li> <li>•No attempt to plan for inclusion of diverse learners.</li> <li>•Plan not tied to student experience or to another cultural experience.</li> </ul>	<p><b>Developing</b></p> <ul style="list-style-type: none"> <li>•Strategies provide at least limited support for multiple ways of learning.</li> <li>•Plans for inclusion of diverse learners but in limited or superficial ways.</li> <li>•Plan connected with student experience or other cultural experience, but too general or shallow.</li> </ul>	<p><b>Adequate</b></p> <ul style="list-style-type: none"> <li>•Strategies support multiple ways of learning.</li> <li>•Appropriate literacy strategies are applied.</li> <li>•Diverse learners are explicitly included in effective and appropriate ways.</li> <li>•Plan connected with student experience or other cultural experience, but too general or shallow.</li> </ul>	<p><b>Distinguished</b></p> <ul style="list-style-type: none"> <li>•Strategies support multiple ways of learning.</li> <li>•Appropriate literacy strategies are applied consistently.</li> <li>•Diverse learners are explicitly included in effective and appropriate ways.</li> <li>•Plan clearly connected with students experience.</li> <li>•Plan includes diverse perspectives that are presented in a way that is intentional and deep (e.g. presented from an insiders point of view).</li> </ul>
<b>Critical Thinking</b>	<p><b>Unacceptable</b></p>	<p><b>Developing</b></p>	<p><b>Adequate</b></p>	<p><b>Distinguished</b></p>

	<ul style="list-style-type: none"> <li>•No questions framed in instructional plan.</li> </ul>	<ul style="list-style-type: none"> <li>•Questions included in plan, but unclear or limited to eliciting yes/no responses.</li> </ul>	<ul style="list-style-type: none"> <li>•Questions are clear, but limited to lower levels of Blooms taxonomy.</li> </ul>	<ul style="list-style-type: none"> <li>•Questions are clear and elicit the students understanding and promote critical thinking.</li> </ul>
<b>Assessment</b>	<p><b>Unacceptable</b></p> <ul style="list-style-type: none"> <li>•Assessment is consistent with learning target and EALR/GLE.</li> <li>•Included methods of assessment are not appropriate.</li> <li>•Assessment is limited to one person.</li> </ul>	<p><b>Developing</b></p> <ul style="list-style-type: none"> <li>•Assessment is only weakly related to learning target and EALR/GLE.</li> <li>•Methods of assessment are appropriate, but limited.</li> <li>•Assessment serves only 2 of 3 purposes.</li> </ul>	<p><b>Adequate</b></p> <ul style="list-style-type: none"> <li>•Assessment relates strongly to learning target and EARL/GLE.</li> <li>•Multiple methods of assessment are applied as appropriate.</li> <li>•Assessment serves all 3 instructional purposes.</li> </ul>	<p><b>Distinguished</b></p> <ul style="list-style-type: none"> <li>•Assessment relates strongly to learning target and EALR/GLE.</li> <li>•Multiple methods of assessment are applied as appropriate.</li> <li>•Assessment serves all 3 instructional purposes.</li> <li>•Assessment explicitly impacts instruction.</li> </ul>
<b>Organization, grammar, &amp; mechanics</b>	<p><b>Unacceptable</b></p> <ul style="list-style-type: none"> <li>•Major components are missing from the plan.</li> <li>•Components of the plan are unclear or illogical in their presentation.</li> <li>•Major and consistent flaws in grammar.</li> <li>•Frequent mistakes in the mechanics of writing. •Source not listed.</li> </ul>	<p><b>Developing</b></p> <ul style="list-style-type: none"> <li>•Minor components missing from the plan or too limited in scope.</li> <li>•Components of the plan are somewhat unclear or disorganized, but a pattern can be discerned.</li> <li>•Flaws in grammar may be fairly frequent, but minor in nature.</li> <li>•Multiple errors in the mechanics of writing. •Source listed, but incomplete.</li> </ul>	<p><b>Adequate</b></p> <ul style="list-style-type: none"> <li>•Components of plan are all present.</li> <li>•Components of plan are clearly and logically presented. •Few flaws in grammar.</li> <li>•Few flaws in the mechanics of writing. •Source listed, but flaws in APA format.</li> </ul>	<p><b>Distinguished</b></p> <ul style="list-style-type: none"> <li>•Components of plan are all present.</li> <li>•Components of plan are clearly and logically presented. •No flaws in grammar.</li> <li>•No errors in the mechanics or witting. •Source is complete and presented in APA format.</li> </ul>