

NCATE Rubrics READING PROGRAM AREA

RDNG 314/FETE 401 COMMON ASSIGNMENTS #1, #2, AND #3: NARRATIVE AND EXPOSITORY LESSON PLANS AND TUTORING JOURNAL

	5	4	3	2	1
1. Understands needs, potential, backgrounds and developmental levels of diverse learners (3)	*LP/*TP contains a complete detailed description of the students based on their instructional/developmental levels and needs	LP/TP contains a complete description of the students based on their instructional/developmental levels and needs but is missing 2-3 important descriptors	LP/TP is brief and identifies some descriptors of the students based on their instructional/developmental levels and needs	LP/TP lists a few descriptors of the students but they are not related to their instructional/developmental levels and/or needs	LP/TP lists no descriptors of students instructional/developmental levels and/or needs nor provides any indication that the student knows how the lesson relates to/meets student needs
2. Designs activities using a variety of instructional strategies (4)	LP/IP incorporates a variety of exemplary instructional strategies which are lesson/goal appropriate	LP/TP incorporates an adequate variety of instructional strategies which are lesson/goal appropriate	LP/TP lacks variety of instructional strategies but employs a strategy which is lesson/goal appropriate	LP/TP employs instructional strategies which do not apply to the lesson/goal	LP/TP lacks any instructional strategy but is activity based
3. Establishes learning goals that are appropriate for students and emphasizes critical thinking, creativity, and problem solving(5)	LP/TP incorporates higher level learning goals that are applied at every level throughout the lesson	LP/TP incorporates several higher level learning goals but they are not applied throughout the lesson	LR/TP incorporates goals but does not include the higher level learning goals	LP/TP has minimal goals which are not related or are without application to the activity/strategy	LP/TP has no goals
4. Uses assessment strategies to ensure success of learner and refine teaching practices (7)	LP/TP is designed with formative assessment strategies that are embedded throughout the lesson	LP/TP is designed with some formative assessment strategies within the lesson	LP/TP has restricted use of formative assessment strategies but not throughout the lesson	LP/TP utilizes weak assessment strategies at the end of the lesson or states use of assessment strategies but lesson shows no indication of how/when employed or connected	LP/TP shows no indication of formative assessment strategies
5. Considers a wide variety of factors when making instructional decisions (18a)	LP/TP contains a complete detailed description of the students based on their instructional/developmental levels and needs	LP/TP contains a complete description of the students based on their instructional/developmental levels and needs but is	LP/TP is brief and identifies some descriptors of the students based on their instructional/developmental levels and needs	LP/TP lists a few descriptors of the students but they are not related to their instructional/developmental levels and/or needs	LP/TP lists no descriptors of students instructional/developmental levels and/or needs nor provides any indication that the

<p>6. Adapts instruction to meet the diverse needs of learners (20)</p>	<p>Designs lesson to include modifications/contingency plans for all diverse needs of learners</p>	<p>Designs lesson to include modifications/alternative plans to meet the needs of diverse learners but does not clearly articulate the plan</p>	<p>Lesson plan modifications address minimal needs of students with reading difficulties</p>	<p>Lesson plans identifies diverse needs of students but provides no plan to meet those needs</p>	<p>Lesson plan contains no modifications for students' diverse needs</p>
<p>7. Creates opportunities to encourage students to value and respect diversity (21)</p>	<p>Incorporates a wide variety of materials, books, and listening, speaking, reading, writing, and viewing experiences to have students socially interact, discuss, and evaluate their own and others' points of view</p>	<p>Incorporates a variety of materials, books, and listening, speaking, reading, writing, and viewing experiences to have students socially interact, discuss, and evaluate their own and others' points of view</p>	<p>Incorporate a few materials, books, and listening, speaking, reading, writing, and viewing experiences to have students socially interact, discuss, and evaluate their own and others' points of view</p>	<p>Incorporates a few materials, books, and listening, speaking, reading, writing, and viewing experiences but no opportunity for student interaction</p>	<p>LP/TP lacks materials, books, and/or experiences which lead to student discussion and reaction</p>

*Lesson plans **Tutorial plan (journal)