### 2020 SINGLE SUBJECT LESSON PLANNING ASSIGNMENT RUBRIC   40 POINTS

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Title \_\_\_\_\_\_\_\_ Lesson Title \_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_

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| **EXPECTATION CREDIT** | **Mastery**  **(Full Credit)** | **Developing**  **(½ credit)** | **Not Met**  **(No Credit)** |
| **INDIVIDUAL SUPPORT TPE 3.2, 4.2, 5.7, 5.8                   3 points**  Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language**(TPE 5.7),**asapplicable, and use this information in planning instruction. AND Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans**(TPE 5.8)**, and a range of characteristics of typical and atypical child development**(TPE 4.2)**to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction by providing**(TPE 3.2):**  **EVIDENCE:**  ·        **Focus Student Names & Reason for each focus student:**Student’s first name,ELPAC/CELDT, Sp Ed category, reason for choosing FS3, Funds of Knowledge, Needs)  ·        **Focus Student Funds of Knowledge**(Interests, Strengths, Assets)**& Content Knowledge/Skills**  ·        **Needs**Describe knowledge and skills focus students need practice in content and language development and supports needed. |  |  |  |
| **WHOLE CLASS SUPPORT TPE 2.2, 2.5, 3.6, 4.4             2 points**  Addresses whole class needs by maintaining high expectations for learning**(TPE 2.5)**and creating an environment that promotes productive student learning, positive interactions, and reflects diversity **(TPE 2.2)**by using and adapting resources, standards-aligned instructional materials**(TPE 3.6)**, and a range of technology (including assistive technology) to facilitate equitable access to the curriculum**(TPE 4.4).**  ·        **All materials are listed and provided** in lesson document. |  |  |  |
| **UNIT PLACEMENT & ACADEMIC LANGUAGE TPE 3.5, 4.4     1 point**  Plan and design subject matter curriculum support the acquisition and use of academic language within learning activities to promote subject matter knowledge of all students  **EVIDENCE:**  ·        **Identify when this lesson occurs in the unit,**beginning, middle, or end, i.e. this is the 3rd day of a 10-day unit.  ·        **Enduring Understanding**is an overarching big idea that is not obvious, requires uncovering, and makes sense of the content.  ·        **Essential Questions**is open ended, arguable, at heart of subject, recur, raise more questions, and provide organization of content.  ·       **List of Content Vocabulary Words & Other Specific Academic Language:**list words and definitions. |  |  |  |
| **CONTENT STANDARDS & OBJECTIVES TPE 1.6, 4.4         4 points**  Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies **(TPE 4.4)**AND provides a supportive learning environment for students' first and/or second language acquisition**(TPE 1.6)**by demonstrating:  ·        **Alignment**between content standard and objective. Hint use similar words from standard.  ·        Content objectives are **observable and are measurable**.  ·        Content objective includes **condition, action verb, and criteria.** |  |  |  |
| **ELD STANDARDS & OBJECTIVES TPE 1.6, 4.4               4 points**  Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies **(TPE 4.4)**AND provides a supportive learning environment for students' first and/or second language acquisition**(TPE 1.6)**by demonstrating:  ·        **Alignmen**t between ELD standard and language objective. Hint use similar words from standard.  ·        Language objectives are **observable and are measurable.**  ·        Language objective includes **condition, action verb, and criteria.** |  |  |  |
| **CONTENT ASSESSMENT STRATEGIES TPE 5.1, 5.7 & 5.8            4 points**  Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments**(TPE 5.1)**; Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable**(TPE 5.7)**; and Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans**(TPE 5.8)** by ensuring:  ·        Content assessment is **aligned** to the content standard and objective. Hint use similar words from standard and objective **(TPE 5.1)**.  ·        **Informal and formal formative assessment** strategies are included in lesson sequence **(TPE 5.1)**.  ·        A **rubric is provided** for content & language objective **(TPE 5.1).**  ·        There are at least **3 levels for achievement** **on rubric**, i.e. emerging, expanding and bridging **(TPE 5.1, 5.7 & 5.8)**.  ·        **Rubric is introduced to students** within the instructional strategies **(TPE 5.1)**.  ·        **Rationale** is provided for the use of rubric **(TPE 5.1, 5.7 & 5.8)**.  ·        Assessment strategies are designed using the **Universal Design for Learning** framework and/or consider students’ **needed**accommodations/ modifications, specifically the focus students **(TPE 5.1, 5.7 & 5.8)**.  ·        Provide a **comment box to note special supports** and considerations for the three focus students**(TPE 5.1, 5.7 & 5.8)**. |  |  |  |
| **LANGUAGE ASSESSMENT STRATEGIES TPE 5.1, 5.7 & 5.8               4 points**  Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments **(TPE 5.1)**; Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable**(TPE 5.7)**; and Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans **(TPE 5.8)**by ensuring:  ·        Language assessment is**aligned**to the language standard and objective. Hint use similar words from standard and objective **(TPE 5.1)**.  ·        **Informal and formal formative assessment** strategies are included in lesson sequence**(TPE 5.1).**  ·        A **rubric is provided** for content & language objective **(TPE 5.1)**.  ·        There are at least **3 levels for achievement on rubric**, i.e. emerging, expanding, and bridging **(TPE 5.1, 5.7 & 5.8)**.  ·        **Rubric is introduced to students** within the instructional strategies **(TPE 5.1)**.  ·        **Rationale**is provided for the use of rubric **(TPE 5.1, 5.7 & 5.8)**.  ·        Assessment strategies are designed using the **Universal Design for Learning** framework and/or consider students’ **needed**accommodations/ modifications, specifically the focus students **(TPE 5.1, 5.7 & 5.8)**.  ·        Provide a **comment box to note special supports** and considerations for the three focus students **(TPE 5.1, 5.7 & 5.8).** |  |  |  |
| **INSTRUCTIONAL STRATEGIES TPE 1.6, 4.4              2 points**  Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies **(TPE 4.4)**AND provides a supportive learning environment for students' first and/or second language acquisition**(TPE 1.6)** by:  ·        Make a **sequential list** of instructional strategies for lesson.  ·        Write out in **detail what you will say and do**. A substitute should be able to follow lesson without background in content.  ·        Address instructional strategies: grouping, transitions, scaffolding, modeling, questioning, etc.  ·        Provide rationale for UDL strategies for FSs & whole class **(Engagement-green, Representation-purple, & Action & Expression-blue).**  ·        Introduce rubric to students and explain how you will provide feedback to students.  ·        Address any informal assessment strategies you will use and feedback you will provide.  ·        Strategies designed for FSs are noted with font: **Bold for ELL FS1**, Underline for FS2, and *italic for FS3.*  ·        Accompanying comment boxes lay out how the lesson design decisions were made with the focus students in mind. |  |  |  |
| **LEARNING ACTIVITIES TPE 1.6, 4.4               2 points**  Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies**(TPE 4.4.)**AND provides a supportive learning environment for students' first and/or second language acquisition **(TPE 1.6)**by:  ·        Address **inclusive practices & support for diverse learners** (EL, IEP/504/GATE, etc.) & **3 focus students.**  ·        Address any **self-assessment or peer assessment** students will be doing.  ·        Address any **anticipated student questions, misconceptions, confusions**, etc.  ·        Provide **rationale for UDL strategies for FSs and whole class**. Color code UDL: **Engagement-green, Representation-purple, & Action & Expression-blue.**  ·        Activities designed for FSs are noted with font: **Bold for ELL FS1**, Underline for FS2, and *italic for****FS3.***  ·        **Accompanying comment boxes lay out how the lesson design decisions were made with the focus students** in mind. |  |  |  |
| **RATIONALE/REFLECTION TPE 1.6, 3.5, 4.4       12 points**  Plan, design, implement and monitor instruction, and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies**(TPE 4.4)**; provides a supportive learning environment for students' first and/or second language acquisition and demonstrate an understanding of the difference among students with a range of language acquisition needs**(TPE 1.6)**; and adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment**(TPE 3.5)** by:  Describing how the lesson plan maximizes learning opportunities for **whole class** with Universal Design strategies.  ·        **Engagement UDL**  ·        **Representation UDL**  ·        **Action & Expression UDL**  Specifying the **accommodations and modification** provided for **3 focus students & label in parentheses (Ex: ELL, IEP, shy).**  ·        **Focus Student 1: English Language Learner (ELL)**  ·        **Focus Student 2: Student with a special education need (IEP, 504 Plan or GATE)**  ·        **Focus Student 3: Another student that needs special consideration (specify in parentheses, EX: shy, parent deployed …)**  **Rationale**explains why strategies were chosen **based on student information** shared in Individual Supports and Whole Class Supports. |  |  |  |
| **MATERIALS/RESOURCES TPE 1.6, 2.2, 2.5, 3.5, 3.6, 4.4     1 point**  ·        **All materials** for teaching lesson are **provided** i.e. ppt, graphic organizer, rubric, etc…  ·        Materials are evident of high expectations**(TPE 2.5) c**onsideration for language development**(TPE 1.6 & 3.5)**, Universal Design for Learning (UDL), needed multi-tiered support systems (MTSS) - adaptations/modifications **(TPE 3.6 & 4.4)**, and culturally relevant**(TPE 2.2).** |  |  |  |