

**M. Ed in Curriculum & Learning: Teaching Children Mathematics concentration
Field Experience / Clinical Practice Evaluation**

**On the Job Performance – Ideal Lesson with Adaptations, Implementation, and
Reflections-RUBRIC –collected in CIEE 626**

Rubric for Scoring Assessment

Scoring Rubric for Ideal Lesson Plan with Troubleshooting and Adaptations for Special Needs Students

	Target	Acceptable	Unacceptable
1. Identification of SLOs and relation of SLOs to step-by-step planned instructional procedures	Demonstrates complete competence in recognizing, identifying, and describing mathematics concepts and procedures in ideal lesson	Demonstrates competence in recognizing, identifying, and describing mathematics concepts and procedures in ideal lesson	Demonstrates partial or incomplete competence in recognizing, identifying, and describing mathematics concepts and procedures in ideal lesson
2. Assessment of learning plan	Provides comprehensive and measurable method for assessing learning including pre-instruction and post-instruction assessments that distinguish between new learning and review	Provides accurate method for assessing learning including pre-instruction and post-instruction assessments that distinguish between new learning and review	Provides partial, incomplete, or inaccurate for assessing learning including pre-instruction and post-instruction assessments that does not distinguish between new learning and review
3. Identification of troubleshooting of problems in lesson for LD students (linked to step-by-step procedures and anticipated learning outcomes)	Provides complete and comprehensive identification of parts of lesson with which LD student will have difficulty in terms of the student's disabilities such as attention control system issues.	Identifies a substantial number of lesson parts with which LD student will have difficulty in terms of the student's disabilities such as attention control issues.	Provides incomplete identification of parts of lesson with which LD student will have difficulty and does not link areas of difficulty in lesson to student's LD issues.
4. Planned adaptations in relation to troubleshooting	Provides comprehensive and accurate analysis and interpretation of methods for adapting	Provides accurate analysis and interpretation of methods for adapting	Provides incomplete analysis and interpretation of methods for adapting

issues identified	mathematics instruction for special needs students in relation to lesson procedures and the nature of student's learning issues.	mathematics instruction for special needs students in relation to lesson procedures and the nature of student's learning issues.	mathematics instruction for special needs students in relation to lesson procedures and the nature of student's learning issues. No connection between LD issues and adaptations
5. Description of Implementation of Lesson Including Assessments	Provides complete and detailed report of what happened during the lesson in terms of the mathematics learned and performed in relation to ideal SLOs.	Provides some details of what happened during the lesson in terms of the mathematics learned or not learned in relation to ideal SLOs.	Does not provide clear picture of the mathematics learned; refers only to generic behaviors or management issues.
6. Reflection on effects of adaptations on LD student's learning and effect on class as a whole	Provides complete and detailed report of where adaptations were helpful and not helpful in the context of the learning of the mathematics content	Provides some details in report of where adaptations were helpful and not helpful in the context of the learning of the mathematics content	Does not refer to effect of adaptations on the learning of the mathematics content.
7. Reflection on changes that should be in the plan and adaptations for future	Provides logical argument and rationale based on observations and reflections after lesson about what might be changed to improve the adaptations for this lesson.	Makes some reasonable suggestions for changes in lesson and adaptations based to some extent on reported observations.	Does not make recommendations for changes in less and adaptations or makes recommendations for changes in lesson not based on what actually occurred.