Assessment 4 – TCM-ADV – On the Job Performance – Ideal Lesson with Adaptations, Implementation, and Reflections-RUBRIC –collected in ELCL 626: Adapting Mathematics Instruction for the Inclusive Classroom

Rubric for Scoring Assessment

(The elements highlighted in yellow are used to assess diversity outcomes)

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

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

	for special needs	instruction for special	instruction for special
	students in relation to	needs students in	needs students in
	lesson procedures and	relation to lesson	relation to lesson
	the nature of student's	procedures and the	procedures and the
	learning issues.	nature of student's	nature of student's
		learning issues.	learning issues. No
			connection between
			LD issues and
			adaptations
5. Description of	Provides complete and	Provides some details	Does not provide
Implementation of	detailed report of what	of what happened	clear picture of the
Lesson Including	happened during the	during the lesson in	mathematics learned;
Assessments	lesson in terms of the	terms of the	refers only to generic
	mathematics learned and	mathematics learned	behaviors or
	performed in relation to	or not learned in	management issues.
	ideal SLOs.	relation to ideal SLOs.	8
6. Reflection on	Provides complete and	Provides some details	Does not refer to
effects of	detailed report of where	in report of where	effect of adaptations
adaptations on LD	adaptations were helpful	adaptations were	on the learning of the
student's learning	and not helpful in the	helpful and not helpful	mathematics content.
and effect on class	context of the learning	in the context of the	
as a whole	of the mathematics	learning of the	
	content	mathematics content	
7. Reflection on	Provides logical	Makes some	Does not make
changes that	argument and rationale	reasonable suggestions	recommendations for
should be in the	based on observations	for changes in lesson	changes in less and
<mark>plan and</mark>	and reflections after	and adaptations based	adaptations or makes
adaptations for	lesson about what might	to some extent on	recommendations for
<mark>future</mark>	be changed to improve	reported observations.	changes in lesson not
	the adaptations for this	_	based on what
	lesson.		actually occurred.

Rubric Key 1. SLOs

- Assessment plan
 Troubleshooting
 Planned adaptations
 Implementation
 Reflection

- 7. Planned changes