




General Educator Rubric: Planning

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Instructional Plans 	Instructional plans include: <ul style="list-style-type: none"> measurable and explicit goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards. are sequenced from basic to complex. build on prior student knowledge, are relevant to students' lives, and integrate other disciplines. provide appropriate time for student work, student reflection, and lesson unit and closure; evidence that plan is appropriate for the age, knowledge, and interests of all learners; and evidence that the plan provides regular opportunities to accommodate individual student needs. 	Instructional plans include: <ul style="list-style-type: none"> goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards. are sequenced from basic to complex. build on prior student knowledge. provide appropriate time for student work, and lesson and unit closure; evidence that plan is appropriate for the age, knowledge, and interests of most learners; and evidence that the plan provides some opportunities to accommodate individual student needs. 	Instructional plans include: <ul style="list-style-type: none"> few goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> are rarely aligned to state standards. are rarely logically sequenced. rarely build on prior student knowledge. inconsistently provide time for student work, and lesson and unit closure; little evidence that the plan provides some opportunities to accommodate individual student needs.
Student Work 	Assignments require students to: <ul style="list-style-type: none"> organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school. 	Assignments require students to: <ul style="list-style-type: none"> interpret information rather than reproduce it; draw conclusions and support them through writing; and connect what they are learning to prior learning and some life experiences. 	Assignments require students to: <ul style="list-style-type: none"> mostly reproduce information; rarely draw conclusions and support them through writing; and rarely connect what they are learning to prior learning or life experiences.
Assessment 	Assessment Plans: <ul style="list-style-type: none"> are aligned with state content standards; have clear measurement criteria; measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); require extended written tasks; are portfolio-based with clear illustrations of student progress toward state content standards; and include descriptions of how assessment results will be used to inform future instruction. 	Assessment Plans: <ul style="list-style-type: none"> are aligned with state content standards; have measurement criteria; measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); require written tasks; and include performance checks throughout the school year. 	Assessment Plans: <ul style="list-style-type: none"> are rarely aligned with state content standards; have ambiguous measurement criteria; measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); and include performance checks, although the purpose of these checks is not clear.