CEHD Lesson Plan Rubric: Special Education – Moderate and Severe Disabilities (MSD)

UofL COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Candidate's Name: _____   Evaluator's Signature:_____   Date:_____

Purpose of Instrument: The purpose of this instrument is to assess the candidate's ability to plan a lesson for the P-12 setting.
Administration of Instrument: This rubric is implemented during coursework and field placements including methods and student teaching.
Criterion for Success: Candidates should score at least developing at CARDS 2 and score at least target at CARDS 3.

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
Designs and Plans Instruction	**Develops significant objectives aligned with standards;** InTASC 1,4; PGES Domains 1A, 1C; **CEC:** ISCI3 K3-{Demonstrates knowledge of} National, state or provincial, and local curricula standards; ISCI3 S1-Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptionalities				
	MSD-specific: ☐ Behavioral objectives contain all necessary components ☐ Behavioral objectives are measurable ☐ Behavioral objectives correspond to students' skill levels ☐ Behavioral objectives align to with state standards				
	Fails to develop measureable objectives for identified students (i.e., background, special needs, cultural differences, interest, language proficiency) and/or objectives that are aligned with standards and/or stated as student learning outcomes.	Develops objectives for identified students (i.e., background, special needs, cultural differences, interest, language proficiency) but needs support for standards to be consistently measureable, aligned to standards or stated as student learning outcomes.	Develops relevant and measureable objectives for different groups of identified students (i.e., background, special needs, cultural differences, interest, language proficiency) that are aligned with standards and stated as student learning outcomes.	Develops relevant and measureable objectives for identified individuals and groups of students (i.e., background, special needs, cultural differences, interest, language proficiency) that are aligned with standards and stated as student learning outcomes.	
	Uses contextual data to design instruction relevant to students; InTASC 1, 2, 4, 5, 7; PGES Domains 1A 1B, 3E; **CEC:** IIC5 S2-Use research-supported methods for academic and nonacademic instruction of individuals with exceptionalities				
	MSD-specific: ☐ Plans a variety of research-based strategies within lessons				
	Fails to incorporate contextual data into instructional design and planning	Identifies relevant contextual data; however, data are not consistently reflected in the instructional design and planning	Incorporates relevant contextual and pre-assessment data into instructional design and planning.	Incorporates relevant contextual and pre-assessment data into instructional design and planning to meet individual, school and district instructional goals.	
	Plans assessments to guide instruction and measure learning objectives; InTASC 1; PGES Domains 1C, 1F, 3D; **CEC:** IIC4 S3-Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with exceptionalities.; ISCI4 S4-Develop or modify individualized assessment strategies.				
	MSD-specific: ☐ Uses pre-assessment data to guide instruction ☐ Plans formative assessments to measure student progress throughout the lesson ☐ Plans assessments to measure each student objective				
	Fails to develop assessment procedures that measure student outcomes.	Develops assessment procedures that measure student outcomes, but needs support in designing a well-developed strategy for using	Develops clear assessment procedures with a well-developed strategy for using formative and summative	Develops clear, differentiated formative and summative assessment procedures to guide	

	formative and summative assessment to consistently guide instruction.	assessment to guide instruction and measure learning objectives.	instruction and measure learning objectives.	

Plans instructional strategies and activities that address learning objectives for all students; [UofL Standard 11.2] InTASC 1,4,5,7
PGES Domains 1C, 1E, 3C, 3E
CEC: IIC5 S12-Plan and implement age- and ability-appropriate instruction for individuals with exceptionalities; ISCI5 S4-Use task analysis; IIC4S1 IIC5 S2-Use research-supported methods for academic and nonacademic instruction of individuals with exceptionalities

MSD-specific: ☐ Instructional focus corresponds to planned objectives   ☐ Shows a task analysis for chained tasks and/or specifies student responses for discrete tasks
☐ All materials and activities are age- appropriate

Fails to plan instructional strategies and/or activities aligned with learning objectives; and/or fails to identify resources and assistance available, including technology.	Plans instructional strategies and activities aligned with learning objectives, identifying readily available classroom resources and assistance, including technology.	Plans instructional strategies and activities aligned with learning objectives for groups of students, identifying a variety of resources and assistance available, including technology.	Plans instructional strategies and activities aligned with learning objectives for individuals and groups of students, identifying a variety of resources and assistance available, including technology.	

Plans instructional strategies and activities that facilitate multiple levels of learning; InTASC 1, 4, 7; PGES Domains 1C, 1E, 3A, 3E
CEC: ISCI5 S14-Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.

MSD-specific: ☐ Plans a variety of procedures or tasks with difficulty levels based on student skill repertoire   ☐ Plans the use of instructive feedback and provides higher-order questions to challenge students   ☐ Planned instructional activities target active student responding (e.g., activity does not rely on a full physical prompt)

Fails to plan instructional strategies and activities that require multiple levels of learning.	Plans instructional strategies and activities that require multiple levels of learning, but do not address higher-order thinking.	Plans instructional strategies and activities that require multiple levels of learning, including higher-order thinking.	Plans an instructional sequence that requires multiple levels of learning, including higher-order thinking.	

Holistic Assessment of Lesson Planning KTS 7, 8

Fails to plan instructional strategies and assessment procedures, aligned with standards that facilitate multiple levels of learning.	Plans instructional strategies and assessment procedures, aligned with standards that facilitate multiple levels of learning for students.	Plans instructional strategies and assessment procedures, aligned with standards that facilitate multiple levels of learning for identified different groups of students.	Plans instructional strategies and assessment procedures, aligned with standards that facilitate multiple levels of learning for individuals and identified different groups of students.	