

Criteria	Ratings			
QUESTIONING	10.0 pts	8.0 pts	6.0 pts	4.0 pts
	EXPERT: *Detailed evidence of planning for effective questioning *Specific goals for questioning identified (determination of prior knowledge, feedback, assessment, prompts for problem solving, etc.) *Explicitly requires students to go beyond “recall of facts” to engage in higher order thinking (Bloom’s Taxonomy), and creativity.	PROFICIENT: *Appropriate evidence of planning for effective questioning. *Goals for questioning identified and apparent (determination of prior knowledge, feedback, assessment, prompts for problem solving, etc.) *Encourages students to go beyond “recall of facts” to engage	DEVELOPING: *Some evidence of planning for effective questioning. *Goals for questioning are appropriate but may not be apparent (determination of prior knowledge, feedback, assessment, prompts for problem solving, etc.) *Some opportunity for students to go beyond “recall of facts” to engage in lesson content.	NOVICE: *Little or no evidence of planning for effective questioning. *Goals for questioning are uncertain (determination of prior knowledge, feedback, assessment, prompts for problem solving, etc.) *Limited opportunity for students to go beyond “recall of facts” to engage in lesson content

Criteria	Ratings			
ASSESSMENTS and THE OVERALL PLAN	10.0 pts	8.0 pts	6.0 pts	4.0 pts
	EXPERT: *Assessment provides detailed information about student learning. *Explicitly matches objective(s), learning activity and outcomes. *Detailed information about the type of assessment, formal: (constructed response/selected response/etc.) or informal: (observation, discussion, journal writing, etc.). *Assessment is adapted for diverse student needs and offers valid information about student learning. The overall plan flows smoothly from beginning to end; all aspects of the plan are aligned in rigor; explicitly detailed information is developed to address all learner needs.	PROFICIENT: *Assessment provides meaningful information about student learning. *Matches objective(s), learning activity and outcomes *Adequate information about the type of assessment, formal: (constructed response/selected response/etc.) or informal: (observation, discussion, journal writing, etc.). *Assessment includes some adaptations for diverse student needs The overall plan is well-developed, flows smoothly from beginning to end; most aspects of the plan are aligned in rigor, detailed information is developed to address most learner needs.	DEVELOPING: *Assessment provides adequate information about student learning. *Is consistent with objective(s), learning activity and outcomes. *Adequate information about the type of assessment, formal: (constructed response/selected response/etc.) or informal: (observation, discussion, journal writing, etc.). The overall plan is adequately developed, flows somewhat smoothly from beginning to end; most aspects of the plan are adequately aligned in rigor, information is developed to address some learner needs.	NOVICE: *Assessment provides minimal information about student learning. *Is loosely connected to the objective(s) and learning activity and outcomes *Minimal information about the type of assessment, formal: (constructed response/selected response/etc.) or informal: (observation, discussion, journal writing, etc.). The overall plan is poorly developed, is dis-jointed with little flow from beginning to end; few aspects of the plan are adequately aligned in rigor, little to no information is developed to address learner needs.

ACCOMMODATIONS MODIFICATIONS	10.0 pts	8.0 pts	6.0 pts	4.0 pts
	EXPERT: *All accommodation needs have been specifically identified. *Accommodations (learning aids, graphic organizers, oral administration, etc.) and/or modifications (alternate material, activity or grade level content) are detailed and explicitly designed for the needs of the student population (ELL, Sped, GT, etc.) *Area for accommodation or modification (content, process, product, learning environment) has been specifically identified. *Accommodations and Modifications explicitly match skill deficits. Technology is efficiently utilized for accommodation and modification where appropriate. *Accommodation and/or modification allows for student learning of the content at the highest level appropriate for each individual	PROFICIENT: *Student needs are adequately identified. *Accommodations (learning aids, graphic organizers, oral administration, etc.) and/or modifications (alternate material, activity or grade level content) are detailed and appropriately designed for the needs of the student population (ELL, Sped, GT, etc.). *Area for accommodation or modification (content, process, product, learning environment) is apparent. *Accommodations/Modifications mostly align with skill deficits. *Where appropriate, technology may be used for accommodation/modification. *When possible, accommodation and/or modification allows for student learning of the content at a level comparable to peers.	DEVELOPING: *Student needs are loosely identified. *Accommodations (learning aids, graphic organizers, oral administration, etc.) and/or modifications (alternate material, activity or grade level content) are listed and adequately based on the needs of the student population (ELL, Sped, GT, etc.) *Area for accommodation or modification (content, process, product, learning environment) is identified, but may not be specific. *Accommodations/modifications loosely match skill deficits. *Some evidence of technology use for accommodation/modification may be apparent.	NOVICE: *Little or no evidence of accommodations *Accommodations (learning aids, graphic organizers, oral administration, etc.), or modifications (alternate material, activity or grade level content) as appropriate based on specific student needs (ELL, Sped, GT, etc.)