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| **Student Name:** | **Year:** | **Instructor:** |
| **Student ID (800):** | **Semester:** | **Course/Section:** |

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| **Key Assessment Six: Design for Instruction**  **Scoring Sheet** | | | | | | | |
| **CAEP** | **InTASC** | **KTS** | **Criteria** | **Beginning** | **Developing** | **Proficient** | **Exemplary** |
| **DI2** | | | | ⭘ | ⭘ | ⭘ | ⭘ |
| **1.1**  **1.3**  **1.4** | **4,5**  **1,7** | **1.1**  **1.2**  **1.3**  **2.1**  **2.5** | **DI 2**  Unit Overview | Provides a limited description for 5 of the following criteria in unit overview:  Learning goals and objectives for each day/lesson;  Topic/activity per day related to at least one learning goal;  Instructional strategies content aligned with Bloom’s levels and differentiation of instruction.  Variety of research-based strategies, activities, alignments/resources  Student engagement;  Real world connections;  Description multiple formative assessments that are appropriate and aligned to the Learning Goals;  Specific adaptations and differentiation per strategy that address Contextual Factors and the pre-assessment. | Provides an adequate description for 6 following criteria in unit overview:  Learning goals and objectives for each day/lesson;  Topic/activity per day related to at least one learning goal;  Instructional strategies content aligned with Bloom’s levels and differentiation of instruction.  Variety of research-based strategies, activities, alignments/resources  Student engagement;  Real world connections;  Description multiple formative assessments that are appropriate and aligned to the Learning Goals;  Specific adaptations and differentiation per strategy that address Contextual Factors and the pre-assessment. | Provides thorough understanding of the following criteria in unit overview:  Learning goals and objectives for each day/lesson;  Topic/activity per day related to at least one learning goal;  Instructional strategies content aligned with Bloom’s levels and differentiation of instruction.  Variety of research-based strategies, activities, alignments/resources  Student engagement;  Real world connections;  Description multiple formative assessments that are appropriate and aligned to the Learning Goals;  Specific adaptations and differentiation per strategy that address Contextual Factors and the pre-assessment. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| **DI3** | | | | ⭘ | ⭘ | ⭘ | ⭘ |
| **1.1**  **1.5**  **T** | **1,6,8,9,10** | **6.1** | **DI 3**  Integration of Technology | Minimal technology use in planning and instruction | Some technology use in planning and instruction | Demonstrate technology integration in planning and instruction and how P-12 student use of technology will be integrated in unit for higher level thinking activities and in a real world context. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| **DI4** | | | | ⭘ | ⭘ | ⭘ | ⭘ |
| **1.1**  **1.3**  **1.4** | **4,5**  **1,7** | **1.1**  **1.2**  **1.3**  **2.4**  **2.5** | **DI 4**  Instructional Strategies | Provides an limited description of two instructional strategies from different learning goals for 2 of the following criteria in unit overview:  Identification of appropriate content related strategies to meet Learning Goals and revised Bloom’s levels;  Instructional strategies meet student needs through appropriate adaptations and differentiated instruction based on pre-assessment data.  Real world connections;  Discussion of materials/technology. | Provides an adequate description of two instructional strategies from different learning goals for 3 of the following criteria in unit overview:  Identification of appropriate content related strategies to meet Learning Goals and revised Bloom’s levels;  Instructional strategies meet student needs through appropriate adaptations and differentiated instruction based on pre-assessment data.  Real world connections;  Discussion of materials/technology. | Thorough and clear description of two instructional strategies from different learning goals that includes:  Identification of appropriate content related strategies to meet Learning Goals and revised Bloom’s levels;  Instructional strategies meet student needs through appropriate adaptations and differentiated instruction based on pre-assessment data.  Real world connections;  Discussion of materials/technology. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |
| **DI5** | | | | ⭘ | ⭘ | ⭘ | ⭘ |
| **1.1**  **1.2**  **1.3**  **1.4** | **1,7**  **6** | **2.3**  **5.4** | **DI 5**  Formative  Assessments | Provides a limited description for 1 of the following criteria in unit overview:  Description of assessment and purpose;  Justify appropriateness for the content and developmental level of students;  Inclusion of formative assessments and scoring criteria. | Provides an adequate description for 2 of the following criteria in unit overview:  Description of assessment and purpose;  Justify appropriateness for the content and developmental level of students;  Inclusion of formative assessments and scoring criteria. | Thorough and clear explanation of Formative Assessments including the following items:  Description of assessment and purpose;  Justify appropriateness for the content and developmental level of students;  Inclusion of formative assessments and scoring criteria. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |