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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/resourcesStudent 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/resourcesStudent 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/resourcesStudent 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. |