

Planning Rubrics

Rubric 1: Planning for Literacy Learning

How do the candidate's plans build students' understanding of an essential literacy strategy for comprehending OR composing text and the skills that support that strategy?

| Level 1 ³ | Level 2 | Level 3 | Level 4 | Level 5 |
|--|---|---|---|--|
| <p>Candidate's plans for instruction focus solely on literacy skills without any connections to an essential literacy strategy for comprehending OR composing text.</p> <p>OR</p> <p>There are significant content inaccuracies that will lead to student misunderstandings.</p> <p>OR</p> <p>Standards, objectives, and learning tasks and materials are not aligned with each other.</p> | <p>Candidate's plans for instruction support student learning of skills with vague connections to the essential literacy strategy for comprehending OR composing text.</p> | <p>Candidate's plans for instruction build on each other to support learning of</p> <ul style="list-style-type: none"> the essential literacy strategy for comprehending OR composing text with clear connections to related skills. | <p>Candidate's plans for instruction build on each other within a meaningful context that supports learning of</p> <ul style="list-style-type: none"> the essential literacy strategy for comprehending OR composing text with clear AND consistent connections to related skills. | <p>Level 4 plus:</p> <p>Candidate's plans build an authentic connection between reading and writing.</p> <p>Candidate explains how s/he will use learning tasks and materials to lead students to independently apply the essential literacy strategy AND related skills.</p> |

³ Text representing key differences between adjacent score levels is shown in bold. Evidence that does not meet Level 1 criteria is scored at Level 1.

Planning Rubrics continued
Rubric 2: Planning to Support Varied Student Learning Needs

How does the candidate use knowledge of his/her students to target support for students' literacy learning?

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|---|--|---|---|
| <p>There is no evidence of planned supports.</p> <p>OR</p> <p>Candidate does not attend to ANY INSTRUCTIONAL requirements in IEPs and 504 plans.</p> | <p>Planned supports are loosely tied to learning objectives or the central focus of the learning segment.</p> | <p>Planned supports are tied to learning objectives and the central focus with attention to the characteristics of the class as a whole.</p> | <p>Planned supports are tied to learning objectives and the central focus. Supports address the needs of specific individuals or groups with similar needs.</p> | <p>Level 4 plus:</p> <p>Supports include specific strategies to identify and respond to common developmental approximations or misconceptions.</p> |

Planning Rubrics continued

Rubric 3: Using Knowledge of Students to Inform Teaching and Learning

How does the candidate use knowledge of his/her students to justify instructional plans?

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|--|---|--|--|
| <p>Candidate's justification of learning tasks is either missing OR represents a deficit view of students and their backgrounds.</p> | <p>Candidate justifies learning tasks with limited attention to students'</p> <ul style="list-style-type: none"> • prior academic learning OR • personal, cultural, or community assets. | <p>Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students'</p> <ul style="list-style-type: none"> • prior academic learning OR • personal, cultural, or community assets. <p>Candidate makes superficial connections to research and/or theory.</p> | <p>Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students'</p> <ul style="list-style-type: none"> • prior academic learning AND • personal, cultural, or community assets. <p>Candidate makes connections to research and/or theory.</p> | <p>Level 4 plus: Candidate's justification is supported by principles from research and/or theory.</p> |

Planning Rubrics continued

Rubric 4: Identifying and Supporting Language Demands

How does the candidate identify and support language demands associated with a key literacy learning task?

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|--|--|--|--|
| <p>Language demands⁴ identified by the candidate are not consistent with the selected language function⁵ OR task.</p> <p>OR</p> <p>Language supports are missing or are not aligned with the language demand(s) for the learning task.</p> | <p>Language supports primarily address one language demand (vocabulary, function, syntax, discourse).</p> | <p>General language supports address use of two or more language demands (vocabulary, function, syntax, discourse).</p> | <p>Targeted language supports address use of</p> <ul style="list-style-type: none"> • vocabulary, • language function, AND • one or more additional language demands (syntax, discourse). | <p>Level 4 plus:</p> <p>Language supports are designed to meet the needs of students with different levels of language learning.</p> |

⁴ Language demands include: language function, vocabulary, syntax and grammar, and discourse (organizational structures, text structure, etc.).

⁵ Language function refers to the learning outcome (verb) selected in prompt 4a (e.g., analyze, interpret).

Planning Rubrics continued
Rubric 5: Planning Assessments to Monitor and Support Student Learning

How are the formal and informal assessments selected or designed to monitor students' use of the essential literacy strategy to comprehend OR compose text and related skills?

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|--|--|
| <p>The assessments only provide evidence of students' use of skills.</p> <p>OR</p> <p>Candidate does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans.</p> | <p>The assessments provide limited evidence to monitor students' use of</p> <ul style="list-style-type: none"> • the essential literacy strategy OR • related skills <p>during the learning segment.</p> | <p>The assessments provide evidence to monitor students' use of</p> <ul style="list-style-type: none"> • the essential literacy strategy AND • related skills <p>during the learning segment.</p> | <p>The assessments provide multiple forms of evidence to monitor students' use of</p> <ul style="list-style-type: none"> • the essential literacy strategy AND • related skills <p>throughout the learning segment.</p> | <p>Level 4 plus:</p> <p>The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.</p> |