

Montclair State University
Scoring Rubric

Adapting an Instructional Plan for an English Language Learner (ELL) and a Student with a Disability
(6/24/04)

Criteria	Does not meet expectations		Meets expectations		Exceeds expectations
	(1)	(2)	(3)	(4)	(5)
1. <i>Understanding task demands embedded in learning activities</i> (Standard 4)	Candidate's analysis of the learning activities comprising the selected lesson shows limited understanding of the cognitive, linguistic, and social/interactional demands embedded in those activities. The explanation of the learning demands in the tasks involved lacks clarity and/or includes inaccuracies.		Candidate's analysis of the learning activities comprising the selected lesson shows an adequate understanding of the cognitive, linguistic, and social/interactional demands embedded in those activities. The explanation of the learning demands in the tasks involved is satisfactory, though it may need more clarity and/or details.		Candidate's analysis of the learning activities comprising the selected lesson shows a deep understanding of the cognitive, linguistic, and social/interactional demands embedded in those activities. The explanation of the learning demands in the tasks involved is thorough and logical .
<i>Adapting an Instructional Plan for an English Language Learner (ELL)</i>					
2. <i>Understanding of the strengths and needs of an ELL</i> (Standards 2, 3a, 3b, 3d, 3e, 12c, 12d)	Candidate's analysis of the identified ELL's profile shows a limited understanding of that student's strengths and needs relative to the selected lesson. He/she has difficulties anticipating aspects of the selected lesson with which the student is likely to experience difficulties. No explanation is given for the anticipated difficulties OR the explanation provided makes little or no sense.		Candidate's analysis of the identified ELL's profile shows an adequate understanding of that student's strengths and needs relative to the selected lesson. He/she accurately anticipates aspects of the selected lesson with which the student is likely to experience difficulties. The explanation given for the anticipated difficulties, while logical, may need more clarity and/or details.		Candidate's analysis of the identified ELL's profile shows a deep understanding of that student's strengths and needs relative to the selected lesson. He/she accurately anticipates aspects of the selected lesson with which the student is likely to experience difficulties. The explanation given for the anticipated difficulties is clear, thorough, and logical .

Criteria	Does not meet expectations		Meets expectations		Exceeds expectations
	(1)	(2)	(3)	(4)	(5)
<p>3. <i>Adapting instructional materials to make them appropriate for an ELL</i> (Standards 1b, 2, 3a, 3b, 3d, 3f, 4, 6, 12a, 12b, 12c, 12d, 12f, 12g, 12h, 12j)</p>	<p><i>If adaptation is required:</i> The lesson's instructional materials are not appropriately adapted for the identified ELL. There is little or no explanation of how the adapted materials are appropriate for the student <u>OR</u> the explanation given makes little or no sense.</p> <p><i>If no adaptation is required:</i> No clear rationale is given for why the materials do not require adaptation <u>OR</u> the explanation provided makes little or no sense.</p>	<p><i>If adaptation is required:</i> The lesson's instructional materials are appropriately adapted for the identified ELL. There is little or no explanation of how the adapted materials are appropriate for the student <u>OR</u> the explanation given makes little or no sense.</p> <p><i>If no adaptation is required:</i> No clear rationale is given for why the materials do not require adaptation <u>OR</u> the explanation provided makes little or no sense.</p>	<p><i>If adaptation is required:</i> The lesson's instructional materials are appropriately adapted for the identified ELL. An explanation of how the materials are appropriate for the student is provided, but aspects of the explanation may need more clarity and/or details.</p> <p><i>If no adaptation is required:</i> A clear rationale is provided for why the material does not require adaptation.</p>	<p><i>If adaptation is required:</i> The lesson's instructional materials are appropriately adapted for the identified ELL. A detailed and convincing rationale regarding how the materials are appropriate for the student is provided. It is apparent from this rationale that serious thought went into adapting the instructional materials for the student.</p> <p><i>If no adaptation is required:</i> A detailed and convincing rationale is provided for why the material does not require adaptation.</p>	<p><i>If adaptation is required:</i> The lesson's instructional materials are appropriately adapted for the identified ELL. An explanation of how the materials are appropriate for the student is provided, but aspects of the explanation may need more clarity and/or details.</p> <p><i>If no adaptation is required:</i> A clear rationale is provided for why the material does not require adaptation.</p>
<p>4. <i>Adapting learning activities to make them appropriate for an ELL</i> (Standards 1b, 2, 3a, 3b, 3d, 3f, 4, 6, 12a, 12b, 12c, 12d, 12f, 12g, 12h, 12j)</p>	<p><i>If adaptation is required:</i> The lesson's learning activities are not appropriately adapted for the identified ELL. There is little or no explanation of how the adapted activities are appropriate for the student <u>OR</u> the explanation given makes little or no sense.</p> <p><i>If no adaptation is required:</i> No clear rationale is given for why the learning activities do not require adaptation <u>OR</u> the explanation provided makes little or no sense.</p>	<p><i>If adaptation is required:</i> The lesson's learning activities are not appropriately adapted for the identified ELL. There is little or no explanation of how the adapted activities are appropriate for the student <u>OR</u> the explanation given makes little or no sense.</p> <p><i>If no adaptation is required:</i> No clear rationale is given for why the learning activities do not require adaptation <u>OR</u> the explanation provided makes little or no sense.</p>	<p><i>If adaptation is required:</i> The lesson's learning activities are appropriately adapted for the identified ELL. An explanation for how the activities are appropriate for the student is provided, but aspects of the explanation may need more clarity and/or details.</p> <p><i>If no adaptation is required:</i> A clear rationale is provided for why the learning activities do not require adaptation.</p>	<p><i>If adaptation is required:</i> The lesson's learning activities are appropriately adapted for the identified ELL. An explanation for how the activities are appropriate for the student is provided, but aspects of the explanation may need more clarity and/or details.</p> <p><i>If no adaptation is required:</i> A clear rationale is provided for why the learning activities do not require adaptation.</p>	<p><i>If adaptation is required:</i> The lesson's learning activities are appropriately adapted for the identified ELL. A detailed and convincing rationale for how the activities are appropriate for the student is provided. It is apparent from this rationale that serious thought went into adapting learning activities for the student.</p> <p><i>If no adaptation is required:</i> A detailed and convincing rationale is provided for why the learning activities do not require adaptation.</p>

Criteria	Does not meet expectations		Meets expectations		Exceeds expectations
	(1)	(2)	(3)	(4)	(5)
5. <i>Adapting assessments to make them appropriate for an ELL (Standards 3b, 4, 7, 9, 12a, 12b, 12c, 12d, 12e, 12f, 12g, 12h, 12j)</i>	<p><i>If adaptation is required:</i> Few or no assessment modifications made for the identified ELL are appropriate for the student. There is little or no attempt to explain how the assessment modifications are appropriate for him/her <u>OR</u> the explanation given makes little or no sense.</p> <p><i>If no adaptation is required:</i> No clear rationale is given for why the originally planned assessment does not require adaptation <u>OR</u> the rationale provided makes little or no sense.</p>	<p><i>If adaptation is required:</i> Appropriate assessment modifications have been made for the identified ELL (e.g., giving students extra time, grading on content without deducting for grammar/spelling, assessing based on growth, and including a glossary that explains potentially unfamiliar terms). Overall, the assessment results can be expected to give an adequate understanding of what the student has learned from the lesson. An explanation of how the adapted assessment strategies are appropriate for the student is provided, but aspects of the explanation may need more clarity and/or details.</p> <p><i>If no adaptation is required:</i> A clear rationale is provided regarding why the originally planned assessment does not require adaptation.</p>	<p><i>If adaptation is required:</i> Assessment modifications are substantial and well planned for the identified ELL. The modified assessment strategies are all appropriate for the student so that results can be expected to give an accurate and thorough understanding of what the student has learned from the lesson. A thorough and convincing explanation for how the adapted assessment strategies are appropriate for the identified student is provided.</p> <p><i>If no adaptation is required:</i> A thorough and convincing explanation is provided for why the originally planned assessment does not require adaptation.</p>		

Criteria	Does not meet expectations		Meets expectations		Exceeds expectations
	(1)	(2)	(3)	(4)	(5)
6. <i>Using democratic practices to involve an ELL (Standards 1b, 2, 3b, 3d, 3e, 3f, 4, 6, 9, 12a, 12b, 12c, 12f, 12g, 12h, 12j)</i>	The adapted instructional plan lacks a clear effort to give the identified ELL access to the content of the curriculum and/or to help him/her be part of the classroom community. An explanation of how the adapted plan aims to make content comprehensible to the student and to help him/her be part of the classroom community is lacking <u>OR</u> the one given makes little or no sense.		The adapted instructional plan reflects a clear effort to give the identified ELL access to the content of the curriculum and to help him/her be part of the classroom community. An explanation of how the adapted plan aims to make content comprehensible to the student and to help him/her be part of the classroom community is provided, but aspects of the explanation may need more clarity and/or details.		The adapted instructional plan reflects a well conceptualized effort to make the content of the curriculum accessible to the identified ELL and to help him/her be part of the classroom community. A clear and detailed explanation of how the adapted plan aims to make content comprehensible to the student and be part of the classroom community is provided.
<i>Adapting an Instructional Plan for a Student with a Disability</i>					
7. <i>Understanding the strengths and needs of a student with a disability (Standards 2, 3a, 3b, 3d, 3e, 12c, 12d)</i>	Candidate's analysis of the profile for the identified student with a disability shows a limited understanding of that student's strengths and needs relative to the selected lesson. He/she has difficulties anticipating aspects of the selected lesson with which the student is likely to experience difficulties. No explanation is given for the anticipated difficulties <u>OR</u> the explanation provided makes little or no sense.		Candidate's analysis of the profile for the identified student with disability shows an adequate understanding of that student's strengths and needs relative to the selected lesson. He/she accurately anticipates aspects of the selected lesson with which the student is likely to experience difficulties. The explanation given for the anticipated difficulties, while logical, may need more clarity and/or details.		Candidate's analysis of the profile for the identified student with a disability shows a deep understanding of that student's strengths and needs relative to the selected lesson. He/she accurately anticipates aspects of the selected lesson with which the student is likely to experience difficulties. The explanation given for the anticipated difficulties is clear, thorough, and logical .

	Does not meet expectations		Meets expectations		Exceeds expectations
	(1)	(2)	(3)	(4)	(5)
<p>8. <i>Adapting instructional materials to make them appropriate for a student with a disability</i> (Standards 1b, 2, 3a, 3b, 3d, 3f, 4, 6, 12a, 12b, 12c, 12d, 12f, 12g, 12h, 12j)</p>	<p><i>If adaptation is required:</i> The lesson’s instructional materials are not appropriately adapted for the identified student with a disability. There is little or no explanation of how the adapted materials are appropriate for the student <u>OR</u> the explanation given makes little or no sense.</p> <p><i>If no adaptation is required:</i> No clear rationale is given for why the materials do not require adaptation <u>OR</u> the explanation provided makes little or no sense.</p>	<p><i>If adaptation is required:</i> The lesson’s instructional materials are appropriately adapted for the identified student with a disability. An explanation of how the materials are appropriate for the student is provided, but aspects of the explanation may need more clarity and/or details.</p> <p><i>If no adaptation is required:</i> A clear rationale is provided for why the material does not require adaptation.</p>	<p><i>If adaptation is required:</i> The lesson’s instructional materials are appropriately adapted for the identified student with a disability. A detailed and convincing rationale regarding how the materials are appropriate for the student is provided. It is apparent from this rationale that serious thought went into adapting the instructional materials for the student.</p> <p><i>If no adaptation is required:</i> A detailed and convincing rationale is provided for why the material does not require adaptation.</p>		
<p>9. <i>Adapting learning activities to make them appropriate for a student with a disability</i> (Standards 1b, 2, 3a, 3b, 3d, 3f, 4, 6, 12a, 12b, 12c, 12d, 12f, 12g, 12h, 12j)</p>	<p><i>If adaptation is required:</i> The lesson’s learning activities are not appropriately adapted for the identified student with a disability. There is little or no explanation of how the adapted activities are appropriate for the student <u>OR</u> the explanation given makes little or no sense.</p> <p><i>If no adaptation is required:</i> No clear rationale is given for why the learning activities do not require adaptation <u>OR</u> the explanation provided makes little or no sense.</p>	<p><i>If adaptation is required:</i> The lesson’s learning activities are appropriately adapted for the identified student with a disability. An explanation for how the activities are appropriate for the student is provided, but aspects of the explanation may need more clarity and/or details.</p> <p><i>If no adaptation is required:</i> A clear rationale is provided for why the learning activities do not require adaptation.</p>	<p><i>If no adaptation is required:</i> The lesson’s learning activities are appropriately adapted for the identified student with a disability. A detailed and convincing rationale for how the activities are appropriate for the student is provided. It is apparent from this rationale that serious thought went into adapting learning activities for the student.</p> <p><i>If no adaptation is required:</i> A detailed and convincing rationale is provided for why the learning activities do not require adaptation.</p>		

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	(1)	(2)	(3)	(4)	(5)
10. <i>Adapting assessments to make them appropriate for a student with a disability (Standards 3b, 4, 7, 9, 12a, 12b, 12c, 12d, 12e, 12f, 12g, 12h, 12j)</i>	<p><i>If adaptation is required:</i> Few or no assessment modifications made for the identified student with a disability are appropriate for the student. There is little or no attempt to explain how the assessment modifications are appropriate for him/her <u>OR</u> the explanation given makes little or no sense.</p> <p><i>If no adaptation is required:</i> No clear rationale is given for why the originally planned assessment does not require adaptation <u>OR</u> the rationale provided makes little or no sense.</p>		<p><i>If adaptation is required:</i> Appropriate assessment modifications have been made for the identified student with a disability (e.g., varying grading weights assigned to different products, using contracts, modifying course requirements, and grading on improvement). Overall, the assessment results can be expected to give an adequate understanding of what the student has learned from the lesson. An explanation of how the adapted assessment strategies are appropriate for the student is provided, but aspects of the explanation may need more clarity and/or details.</p> <p><i>If no adaptation is required:</i> A clear rationale is provided for why the originally planned assessment does not require adaptation.</p>		<p><i>If adaptation is required:</i> Assessment modifications are substantial and well planned for the identified ELL. The modified assessment strategies are all appropriate for the student so that results can be expected to give an accurate and thorough understanding of what the student has learned from the lesson. A thorough and convincing explanation for how the adapted assessment strategies are appropriate for the identified student is provided.</p> <p><i>If no adaptation is required:</i> A thorough and convincing explanation is provided for why the originally planned assessment does not require adaptation.</p>

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	(1)	(2)	(3)	(4)	(5)
11. <i>Using democratic practices to involve a student with a disability</i> (Standards 1b, 2, 3b, 3d, 3e, 3f, 4, 6, 9, 12a, 12b, 12c, 12f, 12g, 12h, 12j)	The adapted instructional plan lacks a clear effort to give the identified student with a disability access to the content of the curriculum and/or to help him/her be part of the classroom community. An explanation of how the adapted plan aims to make content comprehensible to the student and to help him/her be part of the classroom community is lacking <u>OR</u> the one given makes little or no sense.		The adapted instructional plan reflects a clear effort to give the identified student with a disability access to the content of the curriculum and to help him/her be part of the classroom community. An explanation of how the adapted plan aims to make content comprehensible to the student and to help him/her be part of the classroom community is provided, but aspects of the explanation may need more clarity and/or details.		The adapted instructional plan reflects a well conceptualized effort to make the content of the curriculum accessible to the identified student with a disability and to help him/her be part of the classroom community. A clear and detailed explanation of how the adapted plan aims to make content comprehensible to the student and be part of the classroom community is provided.
12. <i>Self-assessment of planned instructional adaptations for ELL and student with a disability</i> (Standard 9)	Candidate is largely unable to identify areas of strengths and needs relative to adapting instructional plans for the identified students, as evident in his/her self-assessment of the adaptations made in the lesson for the students.		Candidate is able to identify areas of strengths and needs relative to adapting instructional plans for the identified students, as evident in his/her self-assessment of the adaptations made in the lesson for the students.		Candidate has an exceptional ability to identify areas of strengths and needs relative to adapting instructional plans for the identified students, as evident in his/her self-assessment of the adaptations made in the lesson for the students.