

Montclair State University
Scoring Rubric
Adapting an Instructional Plan for a Student with a Disability
(3/14/10)

Criteria	Does not meet expectations		Meets expectations		Exceeds expectations
	(1)	(2)	(3)	(4)	(5)
1. <i>Understanding of the strengths and needs of a student with a disability</i> (Standards 1b, 2, 3b, 3d, 12a, 12c)	Candidate's analysis of the profile for the student with a disability shows a limited understanding of that learner's strengths and needs relative to the lesson provided. He/she has difficulties anticipating aspects of the lesson that are likely to give the student 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 student with a disability shows an understanding of that learner's strengths and needs relative to the lesson provided. He/she accurately anticipates aspects of the lesson with lesson that are likely to give the student difficulties. The explanation given for the anticipated difficulties, while logical, may need more clarity and/or details.		Candidate's analysis of the profile of the student with a disability shows a deep understanding of that learner's strengths and needs relative to the lesson provided. He/she accurately anticipates aspects of the lesson that are likely to give the student difficulties. The explanation given for the anticipated difficulties is clear, thorough, and logical .
2. <i>Adapting instructional materials to make them appropriate for of a student with a disability</i> (Standards 1b, 2, 3d, 3f, 4, 12b, 12c, 12f, 12g, 12j)	<i>If adaptation is required:</i> The plan's instructional materials are not appropriately adapted for the profiled student with a disability. Little or no explanation for the adaptation of materials is provided <u>OR</u> the explanation given makes little or no sense. <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.		<i>If adaptation is required:</i> The plan's instructional materials are appropriately adapted for the profiled student with a disability. A credible explanation for the adaptations is provided, but aspects of it may need more clarity and/or details. <i>If no adaptation is required:</i> A clear rationale is provided for why the materials do not require adaptation.		<i>If adaptation is required:</i> The plan's instructional materials are appropriately adapted for the profiled student with a disability. A detailed and convincing rationale for the adapted materials is provided. It is apparent from this rationale that serious thought went into adapting the instructional materials for the student. <i>If no adaptation is required:</i> A detailed and convincing rationale is provided for why the materials do not require adaptation.

NOTE: Bold is used to indicate qualities/behaviors that distinguish an "exceeds expectations" (5) rating from "meets expectations" ratings (3 and 4).

Criteria	Does not meet expectations		Meets expectations		Exceeds expectations
	(1)	(2)	(3)	(4)	(5)
<p>3. <i>Adapting learning activities to make them appropriate for of a student with a disability</i> (Standards 1b, 2, 3d, 3f, 4, 12b, 12c, 12f, 12g, 12j)</p>	<p><i>If adaptation is required:</i> The plan’s learning activities are poorly adapted for the profiled 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>The plan’s learning activities are appropriately adapted for the profiled student with a disability. A credible explanation for the adaptations is provided, but aspects of it 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 plan’s learning activities are appropriately adapted for the profiled student with a disability. A detailed and convincing rationale for the adapted materials is provided. It is apparent from this rationale that serious thought went into adapting the 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>		
<p>4. <i>Adapting assessment to make it appropriate for of a student with a disability</i> (Standards 7, 12e, 12f, 12g, 12j)</p>	<p><i>If adaptation is required:</i> The adaptations made to the assessment are not appropriate for the profiled student with a disability. There is little or no explanation of how the adapted assessment is 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 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 adaptations have been made for the profiled student with a disability. Overall, the assessment results can be expected to give an accurate understanding of what the student has learned from the lesson. A credible explanation for the adaptations is provided, but aspects of it 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 adaptations are substantive and well planned for the profiled student with a disability. The modified assessment is appropriate for the student and results can be expected to give an accurate and thorough understanding of what he/she has learned from the lesson. A thorough and convincing explanation for the modified assessment 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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Criteria	Does not meet expectations		Meets expectations		Exceeds expectations
	(1)	(2)	(3)	(4)	(5)
5. <i>Using democratic practices to involve a student with a disability</i> (Standards 1b, 2, 3b, 3d, 3f, 4, 6, 12a, 12b, 12c, 12f, 12g)	The adapted instructional plan reflects a poor effort to make the content of the curriculum accessible to the profiled student with a disability and help him/her be part of the classroom community. There is little or no explanation of how the adapted plan makes the content accessible to the student and enables him/her to be part of the classroom community <u>OR</u> the explanation given makes little or no sense.		The adapted instructional plan reflects a strong effort to make the content of the curriculum accessible to the profiled student with a disability and help him/her be part of the classroom community. An explanation is provided for how the adapted plan makes the content accessible to the student and enables him/her to be part of the classroom community, <u>but</u> 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 comprehensible to the profiled student with a disability and to help him/her be part of the classroom community. A clear and detailed explanation is provided for how the adapted plan makes the content accessible to the student and enables him/her to be part of the classroom community.
6. <i>Self-assessment of planned instructional adaptations a student with a disability</i> (Standard 9)	Candidate has considerable difficulties identifying areas of strengths and needs relative to adapting instructional plans for the profiled student with a disability, as evident in his/her self-assessment of the adaptations made for the profiled student.		Overall, the candidate is able to identify areas of strengths and needs relative to adapting instructional plans for the profiled student with a disability, as evident in his/her self-assessment of the adaptations made for the profiled student.		Candidate has an exceptional ability to identify areas of strengths and needs relative to adapting instructional plans for the profiled student with a disability, as evident in his/her self-assessment of the adaptations made for the profiled students.

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