

Spanish Education Differentiated Lesson Plan —2002 ACTFL Standards  
Student Teaching Admission Summary Scoring Sheet

The following lesson plan assignment description and assessment rubric is a required element in the student teaching application and admission process.

**Candidates.** Submit your completed lesson plan to a teacher education or content faculty of your choosing for assessment. When you have achieved a passing score, include this entire packet with your student-teaching application materials.

**Faculty.** Use the attached rubric to assess the candidate's lesson plan; complete the following summary table prior to returning the scored lesson plan to the candidate.

Lesson Plan Elements	NI	EC	C	O	Score
Goals/Objectives/Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
Anticipatory Set	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
Purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
Adaptations: Special Needs Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
Lesson Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
Check for Understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
Review/Closure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
Independent Practice/ Extending the Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
Indiana Standard 7: Reading Instruction					
<input type="checkbox"/> Progression 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
<input type="checkbox"/> Progression 2					
<input type="checkbox"/> Progression 3					
Formative and Summative Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
Integration of Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
Reflection and Post-Lesson Analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
Understanding of goal areas and standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
ACTFL Standard 4.a.i					
Integration of standards into planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
ACTFL Standard 4.a.ii					
Integration of three modes of communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
ACTFL Standard 4.b.ii					
Connections to other subject areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
ACTFL Standard 4.b.iv					
Evaluation, selection, creation of ...materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
ACTFL Standard 4.c.i					
Use of authentic materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
ACTFL Standard 4.c.ii					
Adaptation of materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
ACTFL Standard 4.c.iii					
Formative and summative assessment models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
ACTFL Standard 5.a.i					
Interpretive communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/4
ACTFL Standard 5.a.ii					
Total (passing = 63/84)					

**Scoring Guide.** Check the box that corresponds to the rating you gave to each element of the lesson plan. Add the individual element scores (NI=1; EC=2; C=3; O=4) to calculate the total lesson plan score.

InTASC Progressions: Formative Assessment

InTASC Standards	NI	Progression 1	Progression 2	Progression 3
Standard 7.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 7.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 7.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NI=Needs Improvement

Lesson Plan is:

- Approved  
 Not Approved; revisions and resubmission required.

\_\_\_\_\_  
Faculty Assessor

\_\_\_\_\_  
Candidate

\_\_\_\_\_  
Date



**INDIANA WESLEYAN UNIVERSITY**  
**Spanish Lesson Plan Assignment Description and Assessment Rubric**  
**2002 ACTFL Standards**

**Administration and Purpose.** While your lesson plans will be assessed multiple times throughout your program of study, your “official” lesson plan is assessed as part of the materials you will submit with your student teaching admission application. You will choose your assessor from the teacher education faculty.

The lesson plan assessment has three related purposes. The first and perhaps most obvious is to document your ability to plan effective instruction; this is one of the hallmarks of the best, most successful teachers. These teachers consider not only the needs of their students as they plan, but also multiple pathways to achieve learning goals for each lesson so that each student becomes a successful learner. The second purpose is to habituate you to the instructional cycle. It consists of planning for and delivering instruction, assessing student learning, modifying future lessons based on assessment data, followed by planning for new lessons. The cycle does not end until all students learn the intended material. The third, overarching purpose of the lesson plan assessment is to provide you with the means to internalize the discipline necessary to become a successful teacher. The fact is that no teacher, no matter how talented, will ever achieve long-term effectiveness with diverse populations of students without developing the self-discipline necessary to plan effective instruction, consistently, over time.

**Content of Assessment.** The lesson plan assessment is divided into the following sections:

Readiness. Preparing the groundwork for effective instruction.

Plan for Instruction. The blueprint that guides your instruction for each lesson.

Plan for Assessment. Your plan for determining how well your students learn what you teach.

Reflection and Post-Lesson Analysis. One of the characteristics of the most successful teachers is that they reflect on their teaching. They think about what went well and what could be improved in each lesson, and they take steps to make each lesson better than the last.

In addition to these lesson plan elements, this assessment also includes the following alignments:

- American Council on the Teaching of Foreign Languages (ACTFL) 2002 standards. The IWU Spanish education program is nationally recognized by ACTFL; this assessment is one of several used to affirm the strength of our program by that organization.
- Interstate New Teacher Assessment and Support Consortium (InTASC). The InTASC Standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement. The ten InTASC Standards are incorporated into this assessment, and are divided into four categories:
  - ✓ Learner and Learning (InTASC Standards 1, 2 and 3)
  - ✓ Content (InTASC Standards 4 and 5)
  - ✓ Instructional Practice (InTASC Standards 6, 7 and 8)
  - ✓ Professional Responsibility (InTASC Standards 9 and 10)
- Diversity Thread. Teacher candidates are expected to teach all students well.
- Technology Thread. Teacher candidates are expected to integrate technology into their teaching as a means to improve student learning.

**Criterion for Success.** *Candidates must achieve a rating of Competent to pass this assessment. For this assessment, Competent is defined as 80% or more of all rubric elements scored as competent or higher. No domain or assessment element may be scored as Needs Improvement.*

## **Indiana Wesleyan University Differentiated Lesson Plan Spanish Education—2002 ACTFL Standards**

### Assignment Description

The Indiana Wesleyan University differentiated lesson plan combines elements of the Direct Instruction lesson-planning model with elements requiring the candidate to differentiate and modify plans, activities, and assessments to meet the needs of all students. The candidate will utilize concepts in learning theory, curriculum development and instructional effectiveness to produce lesson plans that are aligned with Indiana World Languages standards, INTASC principles, and American Council on the Teaching of Foreign Languages (ACTFL) standards.

The concept of differentiated instruction is founded on an active, student centered, meaning-making approach to teaching and learning. The theoretical and philosophical influences embedded in differentiated instruction include these key elements: readiness, interest, and learner profile.<sup>1</sup>

The Spanish education lesson plan format includes the follow elements: readiness (goals/objectives, standards, anticipatory set), instruction (input, modeling, checking for understanding), accommodation (addressing the needs of students with exceptional circumstances and conditions), and assessment.

Additionally, the Spanish education lesson plan includes a final evaluation section for the candidate to self-assess the degree to which the lesson was taught successfully. These post-lesson self-analysis questions are designed to help the candidate think about the instructional process and how it might be improved in future lessons.

The Spanish education lesson plan design structure is as follows:

### **Spanish Education Differentiated Lesson Plan 2002 ACTFL Standards**

Name \_\_\_\_\_

#### **READINESS**

##### **I. Goals/Objectives/Standard(s)**

- A. Goal(s)—Unit
- B. Objective(s).

Provide: 1.) conditions; 2.) desired learning; 3.) observable behavior; and 4.) accuracy (as necessary)

- C. Standard(s): learned society; state; district.

**ACTFL Standard 4.a.i** Understanding of goal areas and standards.

**ACTFL Standard 4.a.ii** Integration of standards into planning.

##### **II. Anticipatory Set**

- This is a “bridge” from the past learning to present learning
- Must be understood by all

**III. Purpose:** must be stated to the students! Why do we need to learn this?

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<sup>1</sup> Tomlinson, C., and S. Allen (2000). Leadership for Differentiating Schools & Classrooms. Alexandria, VA: ASCD.

## **PLAN FOR INSTRUCTION**

IV. Adaptations: students with special needs. Depending on the nature and complexity of the lesson, what adjustments and/or adaptations will you make to accommodate all students in the class?

- Remediation: students who didn't master the objective(s)
- Enrichment: gifted/mastery students
- ESL—mainstreamed
- Others?

V. Lesson Presentation (Input/Output)

- Include: active participation and questions to be asked
- Include: technology and adaptations for students with special needs
- Include: modeling/monitoring

**ACTFL Standard 4.b.ii** Integration of three modes of communication

**ACTFL Standard 4.b.iii** Integration of cultural products, practices, perspectives

**ACTFL Standard 4.b.iv** Connections to other subject areas

Materials. Evaluate, select, and create instructional materials to actively engage students, enabling them to achieve learning outcomes. Materials may include visuals, realia, authentic printed and oral texts, and other authentic materials obtained through technology (e.g., Internet).

**ACTFL Standard 4.c.i** Evaluation, selection, creation of standards-based materials

**ACTFL Standard 4.c.ii** Use of authentic materials

**ACTFL Standard 4.c.iii** Adaptation of materials

VI. Check for understanding. How do you know students have learned? What strategies will you implement if all students have not met lesson outcomes? Employ one or more strategies to determine student learning:

- Guided practice. Teacher models; students complete exercises with the teacher; the teacher checks for understanding before students work alone.
- Reteach: whole group, small group, individuals
- Suggested strategies: index card summaries; hand signals; question board/box; concept maps; oral questioning; follow-up probes; misconception checks

VII. Review learning outcomes / Closure

VIII. Independent practice/extending the learning

- If the checking for understanding has gone well, students are ready to complete an assignment alone.
- The assignment must relate directly to learning outcomes.

## **PLAN FOR READING (AND WRITING) INSTRUCTION**

At its most basic, teaching reading in the content areas is helping learners to make connections between what they already know and “new” information presented in the text. As students make these connections, they create meaning; they comprehend what they are reading. Teaching reading in the content areas, therefore, is not so much about teaching students basic reading skills as it is about teaching students how to use reading as a tool for thinking and learning. Until recently, learning was thought to be a passive

activity: teachers poured their knowledge into the receptive minds of students. Reading was thought to be passive as well. The words of the text contained meaning; reading simply entailed decoding the words on the page. Recent research indicates, however, that learning and reading are active processes. Readers construct meaning as they read. Effective readers are strategic. They make predictions, organize information, and interact with the text. They evaluate the ideas they are reading about in light of what they already know. They monitor their comprehension, and know when and how to modify their reading behaviors when they have problems understanding what they read.<sup>2</sup>

Teaching reading is a complex process. The best teachers develop an extensive knowledge base and draw on a repertoire of strategies for working with struggling students. Specifically, all teachers should learn how to provide effective vocabulary instruction in their subject areas; all teachers should learn how to provide instruction in reading comprehension strategies that can help students make sense of content-area texts; all teachers should learn how to design reading and writing assignments that are likely to motivate students who lack engagement in school activities; and all teachers should learn how to teach students to read and write in the ways that are distinct to their own content areas.<sup>3</sup>

As you plan for literacy development in the context of your lesson content, also incorporate these or other strategies in your lesson plan to build your students' reading and writing skills:

- Strategy 1: Provide explicit instruction and supportive practice in the use of effective comprehension strategies throughout the lesson.<sup>4</sup>
- Strategy 2: Increase the amount and quality of open, sustained discussion of reading content.
- Strategy 3: Set and maintain high standards for text, conversation, questions, and vocabulary.
- Strategy 4: Increase students' motivation and engagement with reading.
- Strategy 5: Teach essential content knowledge so that all students master critical concepts.

**PLAN FOR ASSESSMENT.** Develop a plan for assessing the degree to which your students have mastered the learning outcomes from this lesson. Your plan should include formative assessments at a minimum, and may also include summative and/or authentic assessments depending on the nature of the learning outcomes and the placement of the lesson within the context of the unit.

**Formative.** *Formative assessments* are on-going assessments, reviews, and observations in a classroom. Use formative assessment to improve instructional methods and student feedback throughout the teaching and learning process. For example, if some students do not grasp a concept, you might design a review activity or use a different instructional strategy. Likewise, students can monitor their progress with periodic quizzes and performance tasks. The results of formative assessments are used to modify and validate instruction.

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<sup>2</sup> Adapted from [http://www.ascd.org/ascd/pdf/books/billmeyer1998\\_sample\\_chapters.pdf](http://www.ascd.org/ascd/pdf/books/billmeyer1998_sample_chapters.pdf); retrieved from the internet on July 12, 2017.

<sup>3</sup> Adapted from [http://www.adlit.org/adlit\\_101/improving\\_literacy\\_instruction\\_in\\_your\\_school/teaching\\_reading\\_and\\_writing\\_content\\_areas/](http://www.adlit.org/adlit_101/improving_literacy_instruction_in_your_school/teaching_reading_and_writing_content_areas/); retrieved from the internet on July 12, 2017.

<sup>4</sup> Adapted from <http://www.adlit.org/article/19999/>; retrieved from the internet on July 12, 2017.

**Summative.** *Summative assessments* are typically used to evaluate the effectiveness of instructional programs and services at the end of lesson or instructional unit. The goal of summative assessment is to make a judgment of student competency after an instructional phase is complete. Summative evaluations are used to determine if students have mastered specific competencies and to identify instructional areas that need additional attention.<sup>5</sup>

**Authentic.** *Authentic assessment* is a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. These tasks—authentic assessments—are either replicas of or analogous to the kinds of problems faced by adults or consumers or professionals in the field. Authentic assessment requires students to demonstrate specific skills and competencies, that is, to apply the skills and knowledge they have mastered. An authentic assessment usually includes a task for students to perform and a rubric by which their performance on the task will be evaluated.<sup>6</sup>

Authentic assessment can be either a short-term or long-term assignment for students. There is no specific length of time attached to an authentic assessment learning opportunity. However, "within a complete assessment system, there should be a balance of longer performance assessments and shorter ones" (Valencia, 1997). According to Lawrence Rudner, authentic assessment should require that students be active participants in learning and be able to demonstrate knowledge and skills. The following is a list of examples of authentic assessment that meet one or both of these requirements - active participation and/or demonstration of knowledge and skills. As you read through this list, keep in mind that some of the examples will work better for you depending on your grade level and topic area. Make a note of the examples of assessment that you could use in your own classroom.<sup>7</sup>

Authentic Assessment examples:

- Conduction research and writing a report
- Character analysis
- Student debates (individual or group)
- Drawing and writing about a story or chapter
- Experiments - trial and error learning
- Journal entries (reflective writing)
- Discussion partners or groups
- Student self-assessment
- Peer assessment and evaluation
- Presentations
- Projects
- Portfolios

**ACTFL Standard 5.a.i** Formative and summative assessment models

**ACTFL Standard 5.a.ii** Interpretive communication

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<sup>5</sup> Adapted from <http://fcit.usf.edu/assessment/basic/basic.html>. Taken from the Internet on July 20 2012.

<sup>6</sup> Adapted from <http://jfmueeller.faculty.noctrl.edu/toolbox/whatisit.htm>. Taken from the Internet on July 20, 2012.

<sup>7</sup> Taken from [http://tccl.rit.albany.edu/knilt/index.php/Unit\\_2:\\_Types\\_of\\_Authentic\\_Assessment](http://tccl.rit.albany.edu/knilt/index.php/Unit_2:_Types_of_Authentic_Assessment) on July 23, 2012.

## **REFLECTION AND POST-LESSON ANALYSIS**

1. How many students achieved the lesson objective(s)? For those who did not, why not?
2. What were my strengths and weaknesses?
3. How should I alter this lesson?
4. How would I pace it differently?
5. Were all students actively participating? If not, why not?
6. What adjustments did I make to reach varied learning styles and ability levels?
  - a. Bloom's Taxonomy
  - b. Gardner's Multiple Intelligences

**Indiana Wesleyan University**  
**Spanish Education Lesson Plan Design and Assessment Rubric**

**Readiness**

	<b>Needs Improvement</b>	<b>Emerging Competence</b>	<b>Competent</b>	<b>Outstanding</b>
Goals/ Objectives/ Standards  INTASC 4	Lesson objectives are poorly written and/or have little or no connection to learning goals or standards. Little connection exists between objectives and lesson activities and assessments.	Lesson objectives are correlated with learning goals and standards. The connection between objectives and lesson activities and assessments is weak or unclear.	The lesson plan contains objectives that connect goals and standards with LP activities and assessments.	The lesson plan contains clearly stated content objectives. Objectives are logically connected to appropriate goals and standards and are consistent with lesson activities and assessments.
Anticipatory Set  InTASC Standard 8	The anticipatory set is missing or has little or no connection to the goal or content of the lesson.	The connection between the anticipatory set and lesson objectives and content is weak or unclear.	The anticipatory set is clear and direct and focuses students' attention on the lesson.	The anticipatory set connects the current lesson with previous and future learning and focuses students' minds and attention on the day's lesson.
Purpose	The statement of purpose is ambiguous or worded so generally that the connection with the content of the lesson is not apparent.	A statement of purpose is included in the LP, but has little power to motivate students and capture their imaginations.	The statement of purpose is clearly connected to the content of the lesson and is presented in terms that are easily understood by students.	The statement of purpose has the power to capture the imaginations of students and motivate them to accomplish the expected learning.

**Instruction**

	<b>Needs Improvement</b>	<b>Emerging Competence</b>	<b>Competent</b>	<b>Outstanding</b>
Adaptations: Special Needs Students  InTASC Standard 2 Diversity	Few or no adaptations are included for students with special needs.	Lesson adaptations are written generally and/or are not designed to meet specific learning issues of individual students.	Plans for differentiating instruction are included; adequate and appropriate adaptations are included for all students who require them.	The LP includes differentiated instruction for students with special needs; lesson adaptations are thoughtfully and thoroughly planned and are designed to bring all students into full participation and mastery of lesson goals and objectives.
Lesson Presentation  InTASC Standard 5	The presentation does not involve the active participation of students. Essential questions are not listed or are unrelated to the content of the lesson. Little or no provision is made for technology or diverse students.  Little or no provision is made for modeling or mentoring of students.	The presentation includes activities that have little relation to the content of the lesson. Essential questions are poorly written or are not adequate for the scope of the lesson. Provisions for technology and diverse students are inadequate.  Plans for teacher modeling and mentoring of students could be better developed.	The lesson presentation provides for the active participation of students. Essential questions are listed; provisions for technology and diversity issues are included.  The modeling and monitoring of student work and learning sections are included in sufficient detail.	The lesson presentation is clearly designed to actively involve all students for the duration of the learning process. Essential questions are designed to cause students to think deeply and critically about the content of the lesson. Technology is integrated seamlessly and appropriately. The learning needs of all students are accounted for in the presentation section.  Teacher modeling and mentoring of students is designed to help all learners understand and master the content of the lesson.



Instruction, con't.

	Needs Improvement	Emerging Competence	Competent	Outstanding
<p>Check for Understanding</p> <p>InTASC Standard 4</p>	<p>Little or no provision is included to check for student understanding or to reteach concepts that elude students during the initial presentation.</p>	<p>A guided practice section is included in the lesson plan, but the connection with the lesson presentation is weak and/or unclear.</p>	<p>The lesson plan includes a plan and the means to check for student understanding of the lesson. A provision is included to reteach all or part of the lesson to all or part of the class.</p>	<p>Plans to check for student understanding of the content are an integral part of the lesson, and include frequent questions and other actively engaging forms of formative assessment during guided practice.</p>
<p>Review/ closure</p> <p>InTASC Standard 4</p>	<p>Lesson closure is not included, or is not related to the goals and/or content of the lesson.</p>	<p>Lesson closure is weak and/or poorly written.</p>	<p>Lesson closure relates directly to the lesson purpose and/or objective.</p>	<p>Lesson closure is clearly correlated to the content of the lesson and actively engages students in summarizing the essential elements of the lesson.</p>
<p>Independent Practice/ Extending the Learning</p> <p>InTASC Standard 5</p>	<p>No independent practice activities are included in the lesson, or activities are unrelated to the content of the lesson.</p>	<p>Independent practice activities are not well conceived and/or written; student accomplishment of IP activities is not likely to result in lesson mastery.</p>	<p>Assignments or activities are included that provide students with the opportunity to practice learned skills; All activities match lesson objectives.</p>	<p>Independent practice activities are highly correlated to lesson objectives and content and lead to student mastery.</p>

Indiana Standard 7: Reading Instruction

	Needs Improvement	Progression 1	Progression 2	Progression 3
<p>Indiana Standard 7: Reading Instruction. The candidate has a broad and comprehensive understanding of content-area and disciplinary literacy skills, and demonstrates the ability to plan and deliver integrated content-area reading instruction that is based on student learning standards, student literacy needs and strengths as reflected in ongoing student data, and scientifically based reading research.</p>	<p>The candidate does not incorporate foundations of content-area or disciplinary literacy in his or her lesson planning or instructional delivery; Or... He or she fails to select evidence-based reading instruction based on SBRR or RtI elements; Or... Does not use evidence-based instructional practices to develop students' writing skills in his or her discipline.</p>	<p>The candidate</p> <ul style="list-style-type: none"> <li>Employs skills and practices of effective content-area reading instruction based on SBRR and RtI elements, including evidence-based instructional strategies that are aligned to learning goals and student needs;</li> </ul> <p>And...</p> <ul style="list-style-type: none"> <li>Uses evidence-based instructional strategies to develop students' vocabulary and language related to content-area reading and writing in his or her discipline;</li> </ul> <p>And...</p> <ul style="list-style-type: none"> <li>Uses evidence-based instructional practices to deepen comprehension, and to develop students' text-based reading skills and their use of comprehension strategies in his or her discipline</li> </ul>	<p>Progression 1 And...</p> <p>The candidate</p> <ul style="list-style-type: none"> <li>Uses ongoing student data to inform reading-related instruction;</li> </ul> <p>And...</p> <ul style="list-style-type: none"> <li>Uses evidence-based skills and strategies for facilitating students' comprehension before during, and after reading content-area texts in his or her discipline.</li> </ul> <p>And...</p> <ul style="list-style-type: none"> <li>Uses evidence-based instructional practices to develop students' writing skills in his or her discipline.</li> </ul>	<p>Progression 2 And...</p> <p>The candidate</p> <ul style="list-style-type: none"> <li>Uses evidence-based practices effectively to create a literacy-rich classroom environment that fosters and supports the literacy development of all students;</li> </ul> <p>And...</p> <ul style="list-style-type: none"> <li>Engages all students as agents in their own literacy development.</li> </ul>
		<p><b>EC</b>   <b>C</b>   <b>O</b></p>	<p><b>EC</b>   <b>C</b>   <b>O</b></p>	<p><b>EC</b>   <b>C</b>   <b>O</b></p>

## Assessment

	Needs Improvement	Emerging Competence	Competent	Outstanding
Formative and Summative Assessment InTASC Standard 6	The lesson plan does not include assessment activities, or there is little or no correlation between planned assessment activities and lesson goals and objectives.	Assessment activities are included in the lesson, but they are not well correlated to and/or do not cover the full range of LP goals and objectives.	A plan for informal, ongoing assessment throughout the lesson is included. A summative assessment plan is included if appropriate for the lesson.	Formative and summative assessment activities are a seamless and integrated part of the lesson. Assessment activities are highly correlated with the goals and objectives of the lesson.

## Technology

	Needs Improvement	Emerging Competence	Competent	Outstanding
Technology InTASC Standard 7 Technology Thread	The lesson plan reflects educational decision making regarding available technology that adversely impacts student learning and/or fails to engage students at the necessary level to meet lesson objectives.	The lesson plan reflects insufficient or misaligned decision making regarding available technology; statements indicating the use of instructional, assistive, or other technologies are written in general terms or in terms unlikely to impact student learning.	The lesson plan reflects educationally sound decisions regarding available technology (including, but not limited to, instructional and assistive technologies) to support learner needs and the curriculum.	The lesson plan reflects educationally sound decisions regarding available technology (including, but not limited to, instructional and assistive technologies) that engage students, enhance the learning process, and/or extend opportunities for learning.

## Evaluation

	Needs Improvement	Emerging Competence	Competent	Outstanding
Reflection and Post-Lesson Analysis InTASC Standard 9	Self-answer questions are not included in the lesson plan.	Self-answer questions are included, but do not fit the content or purposes of the lesson.	The lesson plan includes all required self-answer questions.	Additional self-answer questions are included that specifically address unique lesson content and methodology.

## ACTFL Standards

	Needs Improvement	Emerging Competence	Competent	Outstanding
Understanding of goal areas and standards ACTFL Standard 4.a.i	The candidate cannot name the goal areas and standards of the <i>Standards for Foreign Language Learning</i> , or identify the similarities between his or her state and national foreign language standards.	The candidate names the goal areas and standards of the <i>Standards for Foreign Language Learning</i> , and identifies the similarities between his or her state and national foreign language standards.	The candidate describes how the goal areas and standards (both national and state) are addressed in instructional materials and/or classroom activities.	The candidate uses the national and state foreign language standards as a rationale for the significance of language study.
Integration of standards into planning ACTFL Standard 4.a.ii	The candidate does not apply goal areas and standards (both national and state) to his or her planning.	The candidate applies goal areas and standards (both national and state) to his or her planning to the extent that his or her instructional materials do so.	The candidate creates unit/lesson plan objectives that address specific goal areas and standards (national and state). He or she designs activities and/or adapts instructional materials.	The candidate uses the goal areas and standards of the <i>Standards for Foreign Language Learning</i> , as well as his or her state standards, to design curriculum and activities to address specific standards
Integration of three modes of communication ACTFL Standard 4.b.ii	The candidate lacks understanding of the connection among the interpersonal, interpretive, and presentational modes of communication.	The candidate understands the connection among the interpersonal, interpretive, and presentational modes of communication. He or she focuses on one mode at a time in instruction and classroom activities.	The candidate designs opportunities for his or her students to communicate by using the interpersonal, interpretive, and presentational modes in an integrated manner.	The candidate uses the interpersonal-interpretive-presentational framework as the basis for planning and implementing classroom communication.

ACTFL Standards, con't.

	Needs Improvement	Emerging Competence	Competent	Outstanding
Cultural products, practices, perspectives ACTFL Standard 4.b.iii	The candidate has minimal understanding of the anthropological view of culture in terms of products, practices, and perspectives. He or she does not refer to these areas in his or her teaching of culture.	The candidate understands the anthropological view of culture in terms of products, practices, and perspectives. He or she refers to one or more of these areas in his or her teaching of culture.	The candidate designs opportunities for his or her students to explore the target language culture(s) by means of cultural products, practices, and perspectives.	The candidate uses the products-practices-perspectives framework as the basis for planning and implementing cultural instruction.
Connections to other subject areas ACTFL Standard 4.b.iv	The candidate does not make connections to other subject areas in his or her instructional materials.	The candidate makes connections to other subject areas as these connections are made in his or her instructional materials.	The candidate plans for and designs opportunities for his or her students to learn about other subject areas in the foreign language. He or she obtains information about other subject areas from colleagues who teach those subjects	The candidate designs a content-based curriculum and collaborates with colleagues from other subject areas. The candidate assists his or her students in acquiring new information from other disciplines in the foreign language
Evaluation, selection, creation of standards-based materials ACTFL Standard 4.c.i	The candidate bases his or her selection and design of materials entirely on short-term instructional objectives.	The candidate bases his or her selection and design of materials on short-term instructional objectives more than on standards and/or curricular goals.	The candidate uses his or her knowledge of standards and curricular goals to evaluate, select, and design materials, including visuals, realia, authentic printed and oral materials, and other resources obtained through technology.	The candidate bases his or her selection and design of materials on the standards philosophy and their curricular goals. He or she creatively use a wealth of resources including visuals, realia, authentic printed and oral materials, and other resources obtained through technology. He or she justifies the use of these materials
Use of authentic materials ACTFL Standard 4.c.ii	The candidate does not create or adapt materials to accompany his or her classroom instruction.	The candidate primarily uses materials created for formal classroom use.	The candidate identifies and integrates authentic materials into classroom activities (e.g., tape recorded news broadcasts and talk shows, magazine and newspaper articles, literary selections, videotaped talk shows, realia). He or she helps students to acquire strategies for understanding and interpreting authentic texts.	The candidate uses authentic materials to plan for and deliver instruction. He or she implement a variety of classroom activities based on authentic materials. He or she students in acquiring new information by exploring authentic texts.
Adaptation of materials ACTFL Standard 4.c.iii	The candidate makes rudimentary use of commercial instructional materials.	The candidate uses instructional materials as they have been developed commercially.	The candidate adapts materials as necessary to reflect standards-based goals and instruction when materials fall short	An integral part of candidate's planning is to adapt materials to make goals and instruction when materials fall short

ACTFL Standards, con't.

	Needs Improvement	Emerging Competence	Competent	Outstanding
Formative and summative assessment models ACTFL Standard 5.a.i	The candidate does not recognize the purposes of formative and summative assessments.	The candidate recognizes the purposes of formative and summative assessments as set forth in prepared testing materials.	The candidate designs formative assessments to measure achievement within a unit of instruction and summative assessments to measure achievement at the end of a unit or chapter.	The candidate designs a system of formative and summative assessments that measure overall development of proficiency in an ongoing manner and at culminating points in the total program
Interpretive communication ACTFL Standard 5.a.ii	The candidate does not use interpretive assessments to measure students' abilities to comprehend and interpret authentic oral and written texts.	The candidate uses interpretive assessments found in instructional materials prepared by others. The reading/listening materials with which he or she works tends to be those prepared for pedagogical purposes.	The candidate designs performance assessments that measure students' abilities to comprehend and interpret authentic oral and written texts from the target cultures. The assessments he or she designs and uses encompass a variety of response types from forced choice to open-ended.	The candidate designs assessment procedures that encourage students to interpret oral and printed texts of their choice. Many of these involve students' developing of self-assessment skills to encourage independent interpretation.

**InTASC Progressions**

The intended use of these progressions is as a support tool for improving instruction. Their purpose is to provide descriptions of graduated levels of sophistication of teaching practice. Used in this way, they can be a formative assessment tool. The word “assessment” is derived from the Latin *ad sedere*, meaning “to sit down beside.” As the etymology implies, assessment (in contrast to evaluation) is primarily concerned with providing guidance and feedback for growth. The progressions provide a pathway and common language from which teachers can talk about their practice. The purpose of the progressions is to generate information for teachers to self-assess against and reflect upon, and for mentors and coaches to use to provide feedback in order to improve professional practice.

As a tool that provides a common language about how to develop and grow effective teaching practice, the progressions can be used by a range of stakeholders at different stages of a teacher’s career. For instance, **Preparation program providers and cooperating PK-12 teachers** can use the progressions to inform the preparation curriculum, including what content focus is included and how coursework is sequenced, how experiences during clinical practice should be scaffolded, and what should be included in a “bridge plan” for continued growth for pre-service teachers as they move to in-service and their induction period.<sup>8</sup>

**NOTE:** InTASC progressions have been added to this lesson plan assessment rubric. These progressions describe the increasing complexity and sophistication of teaching practice for each core standard across the three developmental levels. Even though the InTASC Progressions are included in what is normally a summative assessment, their use is to be formative only. Assessors and teacher mentors should point candidates to these standards, in the process helping them both understand where their current practice places them against these expectations, and also what yet must be accomplished to improve their instructional practices.

<sup>8</sup> Council of Chief State School Officers. 2013 INTASC Learning Progressions for Teachers, p. 12.

### InTASC Progression 7.1

	<b>Needs Improvement</b>	<b>Progression 1</b>	<b>Progression 2</b>	<b>Progression 3</b>				
InTASC 7.1 The candidate selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills.	The candidate does not use curriculum materials or content standards to identify learning objectives; <i>Or...</i> He or she does not plan or sequence common learning experiences or performance tasks linked to the objectives; <i>Or...</i> He or she does not identify learners who need additional support or acceleration; <i>Or...</i> He or she does not integrate technology into instructional plans.	The candidate <ul style="list-style-type: none"> <li>• Uses curriculum materials and content standards to identify measurable learning objectives;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>• Plans and sequences common learning experiences and performance tasks linked to the learning objectives; makes content relevant to learners;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>• Identifies learners who need additional support and/or acceleration and designs learning experiences to support their progress;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>• Integrates technology resources into instructional plans.</li> </ul>	Progression 1 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>• Refines learning objectives based on an understanding of student learning progressions and his or her students' development;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>• Plans a variety of resources and learning experiences that build cross-disciplinary skills;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>• Structures time in the plan to work with learners to build prerequisite skills, support steady progress, and/or extend learning;</li> </ul>	Progression 2 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>• Collaborates with learners in identifying personalized learning objectives to reach long-term goals;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>• Works with learners to identify pathways to goal achievement using a range of resources and learning experiences;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>• Incorporates technology in a variety of innovative ways in planning (e.g., managing learner records, expanding options for learner choice, and documenting performance.</li> </ul>				
					<b>EC</b>	<b>C</b>	<b>O</b>	<b>EC</b>

### InTASC Progression 7.2

	<b>Needs Improvement</b>	<b>Progression 1</b>	<b>Progression 2</b>	<b>Progression 3</b>				
InTASC 7.2 The teacher plans instruction based on information from formative and summative assessments as well as other sources and systematically adjusts plans to meet each student's learning needs.	The candidate does not plan instruction using formative or summative data; <i>Or...</i> He or she does not use data from formative assessments to identify adjustments in planning.	The candidate <ul style="list-style-type: none"> <li>• Plans instruction using formative and summative data from digital and/or other records of prior performance together with what he or she knows about learners, including developmental levels, prior learning, and interests;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>• Uses data from formative assessments to identify adjustments in planning.</li> </ul>	Progression 1 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>• Aggregates and disaggregates formative and summative data, identifies patterns, and uses these data to inform planning;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>• Uses data from formative assessments to adjust instruction in the moment, to modify planned scaffolds, and/or to provide additional supports/ acceleration for individuals and groups of learners.</li> </ul>	Progression 2 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>• Engages learners in assessing their own learning and uses this as one source of data to individualize and adjust plans;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>• Uses summative assessment data over time to identify and plan for areas where learners typically will need additional supports or acceleration.</li> </ul>				
					<b>EC</b>	<b>C</b>	<b>O</b>	<b>EC</b>

### InTASC Progression 7.3

	<b>Needs Improvement</b>	<b>Progression 1</b>	<b>Progression 2</b>			<b>Progression 3</b>		
InTASC 7.3 The candidate plans instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs.	The candidate does not use learner performance data or his or her knowledge of learners to identify learners who need learning interventions; <i>Or...</i> He or she does not use learner performance data over time to inform planning.	The candidate <ul style="list-style-type: none"> <li>• Uses learner performance data and his or her knowledge of learners to identify learners who need significant intervention to support or advance learning;</li> </ul> <i>And...</i> <ul style="list-style-type: none"> <li>• He or she uses data on learner performance over time to inform planning, making adjustments for recurring learning needs.</li> </ul>	Progression 1 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>• Uses learner performance data and his or her knowledge of learners to identify specific learning needs of individuals and groups.</li> </ul>			Progression 2 <i>And...</i> The candidate <ul style="list-style-type: none"> <li>• Uses a wide repertoire of supports in planning to address individualized learner needs and interests in ongoing ways;</li> </ul>		

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 2002 ACTFL Standards  
 2013 InTASC Standards  
 2010 Indiana Developmental Standards