

Planning Tier 1 Assignment Rubric

Criteria	5	4	3	2	1
Timeliness	All components early or on-time	Within 24 hours of due date and time.	Within 24-48 hours of due date and time.	Within 48-72 hours of due date and time.	Within 60-72 hours of due date and time.
Quality: Mechanics	No errors in spelling, syntax, punctuation, grammar.	Minimal errors in spelling, syntax, punctuation, grammar.	Some errors in spelling, syntax, punctuation, grammar.	Several errors in spelling, syntax, punctuation, grammar.	Numerous errors in spelling, syntax, punctuation, grammar.
Quality: APA format	All written components meet APA 6 guidelines, all sources appropriately cited.	Most written components meet APA 6 guidelines and all sources appropriately cited.	Most written components meet APA 6 guidelines, most sources appropriately cited.	Some written components meet APA 6 guidelines, some sources appropriately cited.	Written components do not meet APA 6 guidelines and/or sources not cited appropriately.
Content: Part 1 Class Description	N/A (max points =3)	N/A	Detailed description of class including student information (gender, age, level of functioning), setting (public, private, etc), adults in the classroom (#, roles, level of education).	Description of class lacks adequate information about students, setting, or adults.	Description of class lacks adequate information about two or more of the following: students, setting, or adults.
Content: Part 1 Target Children	Detailed description of both target children including, but not limited to level of functioning, age, home language, race, gender, SES, family information, relevant previous life experiences.	Detailed description of target children missing only one of the following for one child: family information or relevant previous life experiences.	Detailed description of target children, may be missing either family information, or relevant previous life experiences for both children; or missing both for one child.	Detailed description of target children with inadequate description of level of functioning for one child.	Limited description of target children; inadequate description of level of functioning for both children.
Content: Part 1 Class Environment	Detailed description of arrangement and how it meets needs of both target children.	Detailed description of arrangement and needs of both target children; but they are not adequately linked.	Weak description of arrangement and how it meets needs of both target children; or detailed description lacking information about one child.	Weak description of arrangement and how it meets needs of only one target child.	Inadequate description of arrangement and how it meets needs of target children.
Content: Part 1 Schedule & Routines	Detailed description of schedule & routines and how they meet needs of both target children.	Detailed description of schedule & routines and needs of both target children; but they are not adequately linked.	Weak description of schedule & routines and how they meet needs of both target children; or detailed description lacking information about one child.	Weak description of schedule & routines and how they meet needs of only one target child.	Inadequate description of schedule & routines and how they meet needs of target children.

Content: UDL	All three components of UDL incorporated in each outcome.	Missing only one UDL component for one outcome.	Missing only two UDL components for one outcome; or missing one UDL component for two outcomes	At least two components of UDL incorporated in each outcome.	At least one component of UDL incorporated in each outcome.
Content: Curriculum Framework	All four components of Curriculum Framework addressed.	Three components of Curriculum Framework addressed.	Two components of Curriculum Framework addressed.	One component of Curriculum Framework addressed.	Curriculum Framework not addressed
Content: Part 2 Overall	At least 4 outcomes described and linked to guidance document.	At least 3 outcomes described and linked to guidance document.	2 outcomes described and linked to guidance document; or 3-4 outcomes described and not linked to guidance document	1 outcome described and linked to guidance document; or 2 outcomes described and not linked to guidance document	1 outcome described and not linked to guidance document
Content: Part 2 Detailed Plans	N/A (max points =4)	Plans described with enough detail for another educator to implement.	Plans described with enough detail for an educator to understand, but not implement.	Plans described with some critical details missing.	Plans described with inadequate detail for an educator to understand.
Content: Part 2 Overview Plans	N/A (max points =3)	N/A	Plans described with enough detail for an educator to understand, but not implement.	Plans described with some critical details missing.	Plans described with inadequate detail for an educator to understand.
Critical Thinking: Reflection	Evaluative	Synthesis	Analysis	Application	Comprehension
Content: References	N/A (max points =3)	N/A	3 or more references included, including at least one state/local guidance document and the Big Ideas	2 references included, and/or missing 1 required reference type	1 reference included, and/or missing 2 required reference types

Total points possible: 63. This assignment is worth 25% of your final grade.

You only need to implement one component of your plan. It can be one activity from your detailed daily plan. I do not expect you to implement the whole set of plans, though you are welcome to do so. Your reflection should be a maximum of 5 pages, typed, double-spaced. If you choose to implement more than one small component of your plans, please choose just one small component for your reflection. On November 19th, you will turn in both Part 1 and Part 2 of the assignment. You may revise Part 1 as necessary from your first submission. As always, please let me know if you have questions or need more time.