

PLANNING: INSTRUCTIONAL PLANS

5 SIGNIFICANTLY ABOVE EXPECTATIONS	3 AT EXPECTATIONS	1 SIGNIFICANTLY BELOW
<p>Instructional plans include:</p> <ul style="list-style-type: none"> • measurable and explicit goals aligned to state content standards; • activities, materials, and assessments that: <ul style="list-style-type: none"> ○ are aligned to state standards. ○ are sequenced from basic to complex. ○ build on prior student knowledge, are relevant to students' lives, and integrate other disciplines. • provide appropriate time for student work, student reflection, and lesson and unit closure; • evidence that plan is appropriate for the age, knowledge, and interests of all learners; and • evidence that the plan provides regular opportunities • to accommodate individual student needs 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> • goals aligned to state content standards; • activities, materials, and assessments that: <ul style="list-style-type: none"> ○ are aligned to state standards. ○ are sequenced from basic to complex. ○ build on prior student knowledge. ○ provide appropriate time for student work, and lesson and unit closure; • evidence that plan is appropriate for the age, knowledge, and interests of most learners; and • evidence that the plan provides some opportunities to accommodate individual student needs 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> • few goals aligned to state content standards; • activities, materials, and assessments that: <ul style="list-style-type: none"> ○ are rarely aligned to state standards. ○ are rarely logically sequenced. ○ rarely build on prior student knowledge ○ inconsistently provide time for student work, and lesson and unit closure; ○ little evidence that the plan is appropriate for the age, • knowledge, or interests of the learners; and • little evidence that the plan provides some opportunities to accommodate individual student needs