

Grading Rubric for TILTEd Lesson Plan Adaptation Project (200 points)

This template provides a structured framework for completing the Lesson Plan Adaptation Project. Teacher candidates use the template to describe three students with disabilities and propose adaptations to the learning, teaching, and evaluation environments, supported by pedagogically sound rationale and relevant research.

Indicators	Unsatisfactory	Satisfactory	Outstanding
Indicator 1. Descriptions of Students with Disabilities (10%) The candidate shows an understanding of representative characteristics of disabilities.	The candidate does not include the necessary characteristics of the selected disabilities or the description did not relate to or make sense for the needs of students with the selected disabilities. (7)	The candidate provides a description of at least one representative characteristic of the selected disabilities. (16)	The candidate provides a clear description of the representative characteristics of the selected disabilities. The description is thorough, well-organized, and meaningful. (20)
Indicator 2. Socioemotional Environment (10%) Adaptations to the socioemotional environment meet the individual student's needs. Adaptations to the environment could include (but are not limited to) attitude of teachers and students, self-esteem, risk-	Necessary adaptations to the socioemotional environment to meet the student's needs were not included or the specified adaptations did not relate to or make sense for the student's needs in the case example.	Adaptations to the socioemotional environment include at least one appropriate adaptation for the case example and/or the candidate made an acceptable adaptation to the socio-emotional environment	Adaptations to the socioemotional environment were multiple, complete, appropriate, and detailed for the case example or the candidate correctly understood that no adaptations to the socio-

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free/friendly/positive environment, positive interaction among students, motivation, engagement, cooperation, and social skills Plus, a pedagogically sound rationale is provided as to why the adaptations to the socioemotional environment were needed and should be implemented in the proposed manner.	Either no or inadequate reasons for why the proposed adaptations are necessary or should be implemented in the proposed manner were provided. (7)	that was not needed for the case example. A satisfactory explanation for why the adaptations were not needed or why the adaptations should be implemented in the proposed manner was provided, or the candidate correctly stated but without sufficient elaboration that no adaptations were necessary in this case. (16)	emotional environment were needed for the case example. A thorough and pedagogically sound explanation of why the adaptations were necessary and should be implemented in the proposed manner or a thoroughly warranted explanation of why no adaptations were needed was presented. (20)
Indicator 3. Behavioral Environment (10%) Adaptations of the behavioral environment meet the individual student's needs. Adaptations to the environment include (but are not limited to) self-monitoring, self-management, reward system, clear rules and expectations, periodic review, behavioral management strategies,	Necessary adaptations to the behavioral environment to meet the student's needs are not included or the specified adaptations did not relate to or make sense for the student's needs in the case example Either no or inadequate reasons for why the proposed adaptations are necessary or	Necessary adaptations to the behavioral environment include at least one appropriate adaptation for the case example and/or the candidate made an acceptable adaptation to the behavioral environment that was not needed for the case example.	Adaptations to the behavioral environment were multiple, complete, appropriate, and detailed for the case example or the candidate correctly understood that no adaptations to the behavioral environment were needed for the case example. A thorough and pedagogically sound

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schedule, routine, and positive behavior support. PlusA pedagogically sound rationale is provided for why modifications to the procedures and/or activities are needed and should be implemented in the proposed manner.	should be implemented in the proposed manner were provided. (7)	A satisfactory explanation for why the adaptations were not needed or why the adaptations should be implemented in the proposed manner was provided, or the candidate correctly stated but without sufficient elaboration that no adaptations were necessary in this case. (16)	explanation of why the adaptations were necessary and should be implemented in the proposed manner or a thoroughly warranted explanation of why no adaptations were needed was presented. (20)
Indicator 4. Physical Environment (10%) Adaptations to the physical environment meet the individual student's needs. Adaptations of the environment could include (but are not limited to) seating, floor, wall display, lighting, desk/work area/furniture arrangements, accessibility, teacher-student proximity, and grouping. Plus, a pedagogically sound rationale is provided for why the adaptations to the physical environment were needed and	Necessary adaptations to the physical environment to meet the student's needs were not included or the specified adaptations did not relate to or make sense for the student's needs in the case example. Either no or inadequate reasons for why the proposed adaptations are necessary or should be implemented in the	Adaptations to the physical environment include at least one appropriate adaptation for the case example and/or the candidate made an acceptable adaptation to the physical environment that was not needed for the case example. A satisfactory explanation for why the adaptations were not needed or why the adaptations should be	Adaptations to the physical environment were multiple, complete, appropriate, and detailed for the case example or the candidate correctly understood that no adaptations to the physical environment were needed for the case example. A thorough and pedagogically sound explanation of why the adaptations were necessary

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should be implemented in the proposed manner.	proposed manner were provided. (7)	implemented in the proposed manner was provided, or the candidate correctly stated but without sufficient elaboration that no adaptations were necessary in this case. (16)	and should be implemented in the proposed manner or a thoroughly warranted explanation of why no adaptations were needed was presented. (20)
Indicator 5. Instructional Materials (10%) Adaptations to materials meet the individual student's needs Adaptations of materials include (but are not limited to) book on tape, Braille materials, computers, and adaptive or augmentative communication devices. PlusA pedagogically sound rationale is provided for why adaptations to the materials are needed and should be implemented in the proposed manner.	Necessary adaptations to materials to meet the student's needs are not included or the specified adaptations did not relate to or make sense for the student's needs in the case example. Either no or inadequate reasons for why the proposed adaptations are necessary or should be implemented in the proposed manner were provided. (7)	Necessary adaptations to materials include at least one appropriate adaptation for the case example and/or the candidate made an acceptable adaptation to materials that was not needed for the case example. A satisfactory explanation for why the adaptations were not needed or why the adaptations should be implemented in the proposed manner was provided, or the candidate correctly stated but without sufficient elaboration	Adaptations to materials were multiple, complete, appropriate, and detailed for the case example or the candidate correctly understood that no adaptations to materials were needed for the case example. A thorough and pedagogically sound explanation of why the adaptations were necessary and should be implemented in the proposed manner or a thoroughly warranted explanation of why no

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		that no adaptations were necessary in this case. (16)	adaptations were needed was presented. (20)
Indicator 6. Instruction/instructional strategies (20%) Adaptations to instruction and/or instructional strategies meet the individual student's needs. Adaptations to instruction and/or instructional strategies could include (but are not limited to) big idea(s), conspicuous strategy, mediated scaffolding, strategic integration, primed background knowledge, judicious review, adapted worksheets, supplemental or intervention materials, visual maps, organizational models, and vocabulary selected based upon specific criteria. Plus, a pedagogically sound rationale is provided for why adaptations to the instruction and/or instructional strategies are needed and should be implemented in the proposed manner.	Necessary adaptations to the instruction and/or instructional strategies to meet the student's needs were not included or the specified adaptations did not relate to or make sense for the student's needs in the case example. Either no or inadequate reasons for why the proposed adaptations are necessary or should be implemented in the proposed manner were provided. (14)	Adaptations to instruction and/or instructional strategies included at least one appropriate modification for the case example and/or the candidate made an acceptable adaptation to instruction and/or instructional strategies that was not needed for the case example. A satisfactory explanation for why the adaptations were not needed or why the adaptations should be implemented in the proposed manner was provided, or the candidate correctly stated but without sufficient elaboration that no adaptations were necessary in this case. (32)	Adaptations to instruction and/or instructional strategies were multiple, complete appropriate, and detailed for the case example or the candidate correctly understood that no adaptations to instruction and/or instructional strategies were needed for the case example. A thorough and pedagogically sound explanation of why the adaptations were necessary and should be implemented in the proposed manner or a thoroughly warranted explanation of why no adaptations were needed was presented. (40)

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Indicator 7. Evaluation and Grading Environment (10%) Adaptations to the evaluation and grading environment meet the individual student's needs. Adaptations to evaluation and grading environment include (but are not limited to) differentiated instruction, limitless time, oral assessments. Assessments are aligned with lesson and state requirements. Plus, a pedagogically sound rationale is provided for why adaptations to the evaluation and/or assessment are needed and should be implemented in the proposed manner.	Necessary adaptations to the evaluation and grading environment to meet the student's needs are not included or the specified adaptations did not relate to or make sense for the student's needs in the case example or evaluations are not aligned with the lesson and/or state requirement. Either no or inadequate reasons for why the proposed adaptations are necessary or should be implemented in the proposed manner were provided. (7)	Necessary adaptations to the evaluation and grading environment include at least one appropriate adaptation for the case example and/or the candidate made an acceptable adaptation to the evaluation and grading environment that was not needed for the case example. A satisfactory explanation for why the adaptations were not needed or why the adaptations should be implemented in the proposed manner was provided, or the candidate correctly stated but without sufficient elaboration that no adaptations were necessary in this case. (16)	Adaptations to the evaluation and grading environment were multiple, complete, appropriate, and detailed for the case example or the candidate correctly understood that no adaptations to the evaluation and grading environment were needed for the case example. A thorough and pedagogically sound explanation of why the adaptations were necessary and should be implemented in the proposed manner or a thoroughly warranted explanation of why no adaptations were needed was presented. (20)
Indicator 8. APA Style (10%)	The candidate fails to conform to APA guidelines. (7)	The candidate contains occasional mistakes in APA	The candidate conforms to APA guidelines (e.g., 12-

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The candidate develops a project that conforms APA guidelines.		guidelines (e.g., 12-point font, one-inch margins, double-spaced, page numbers, citations, or reference list in correct format). (16)	point font, one-inch margins, double-spaced, page numbers, citations, and reference list in a correct format). (20)
Indicator 9. Writing Mechanics (10%) The candidate demonstrates an ability to develop their professional writing skills.	The candidate demonstrates unsatisfactory ability in spelling, punctuation, grammar, word choice, and organization. (7)	The candidate demonstrates acceptable ability in spelling, punctuation, grammar, word choice, and organization. (16)	The candidate demonstrates superior ability in spelling, punctuation, grammar, word choice, and organization. (20)