### LAMP Rubric (revised Fall07)

#### Rubric Content | Rubric Points | Print | eReport


**Description:** LAMP Rubric (revised Fall07)

**Updated:** 11/22/2010 9:46:34 AM

**Author:** Ball State University Unit Assessment

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Plan</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1. Content Standards</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Content Standards</td>
<td>Does not use an Indiana academic standard from the primary content area.</td>
<td>Uses one academic standard from the primary content area</td>
<td>Uses two or more academic standards from the primary content area</td>
</tr>
</tbody>
</table>

Standards aligned to this row:
- **INTASC (old)** P1.K.1
- P9.K.2
- **NCTM (Elementary, Middle and Secondary)** SEC.8.4
- **TESOL (rev. 2009)** 3.a.3

| **2. Additional Standards** |        |            |               |
| 2. Additional Academic Standards | Does not include an Indiana Academic standard from a second content area | Uses one standard from a second content area. Unit is clearly interdisciplinary | Uses two or more standards from one or more additional content areas. Unit is clearly interdisciplinary | Unit is clearly interdisciplinary and addresses both state and national standards from primary and as well as additional content areas. |

Standards aligned to this row:
- **INTASC (old)** P1.K.3
- P1.P.6
- **NCTM (Elementary, Middle and Secondary)** SEC.4.2
- **TESOL (rev. 2009)** 1.a.1
- 3.a

| **3. Developmental Appropriateness** |        |            |               |
| 3. Developmental Appropriateness of Unit | Does not accommodate for development differences. The classroom tasks are not well articulated and do not engage all students. | Limited accommodation for lower or advanced differences. The classroom tasks are well articulated but focus on procedures and do not engage all students. | Limited accommodation for lower and advanced differences. The tasks are well articulated and engage all students. | Significant accommodations for all developmental differences. The tasks are well articulated, appropriate for the content area and engage and challenge all students |

Standards aligned to this row:
- **INTASC (old)** P2.K.1
- P2.K.2
- P2.K.3
- P3.K.1
- P3.K.5
- **NCTM (Elementary, Middle and Secondary)** SEC.7.1
- SEC.8.1
| 4. Authentic Skills | Does not identify an authentic skill. There are no opportunities for students to engage in problem solving. | Identifies one authentic skill. There are opportunities for students to engage in problem solving to apply and practice learned content area skills. | Identifies two authentic skills. There are opportunities for students to engage in problem solving to develop new content area skills and concepts. | Identifies three or more authentic skills. There are opportunities for students to apply and adapt a variety of strategies to solve problems, build new content area knowledge and monitor and reflect on the process. |

Standards aligned to this row:
- **INTASC (old)** P3.K.5
- **NCTM (Elementary, Middle and Secondary)** SEC.8.8

| 5. Instructional Strategies | Identifies one instructional strategy. | Identifies two instructional strategies. There are some opportunities for students to demonstrate content knowledge beyond the formal assessments. | Identifies two instructional strategies. There are multiple opportunities for students to communicate their content area thinking. | Identifies three or more instructional strategies. Students have multiple opportunities to communicate their content area thinking. |

Standards aligned to this row:
- **INTASC (old)** P2.K.1, P2.P.1, P4.K.1, P4.K.2
- **NCTM (Elementary, Middle and Secondary)** SEC.8.3, SEC.8.7
- **TESOL (rev. 2009)** 3.b

| 6. Technology and/or Media | No technology and/or media present in unit. Does not provide opportunities for students to use technology. | Technology and/or media are not age appropriate, engaging, or do not enhance student learning. Provides limited opportunities for students to use technology. | Technology and/or media use is engaging, age appropriate, and beneficial to student learning. Provides opportunities for students to use technology. | Technology and/or media use is engaging, age appropriate and beneficial to student learning and fosters active inquiry and higher-level thinking skills. Provides multiple opportunities for students to actively use technology. |

Standards aligned to this row:
- **NCTM (Elementary, Middle and Secondary)** SEC.7.6
- **TESOL (rev. 2009)** 3.c

| 7. Development of Unit Plan | Content and grammatical errors are present in the unit plan and supporting materials | Content and grammatical errors are not present but unit plan only addresses factual information. | Content and grammatical errors not present and unit plan focuses on understanding of concepts as well as procedures in the content area. | Unit Plan focuses on development of understanding of the content area and develops connections between conceptual and procedural knowledge. |

Standards aligned to this row:
### Assessment Component

<table>
<thead>
<tr>
<th>1. Validity</th>
<th>Does not address an Indiana academic standard</th>
<th>Addresses one Indiana academic standard</th>
<th>Addresses two or more Indiana academic standards</th>
<th>Addresses Indiana Academic Standards AND clearly identifies the standards from the appropriate national organization.</th>
</tr>
</thead>
</table>

Standards aligned to this row:
- **INTASC (old)** P8.K.3
- **P8.K.2**
- **NCTM (Elementary, Middle and Secondary)** SEC.8.4
- **TESOL (rev. 2009)** 4.a

<table>
<thead>
<tr>
<th>2. Reliability</th>
<th>Pre- and post-tests are not aligned in content nor in difficulty. Tests do not include appropriate representations (words, symbols, diagrams, graphs, tables, etc.)?</th>
<th>Pre- and post-tests are aligned in content or difficulty. Some use of appropriate representations.</th>
<th>Pre- and post-tests are aligned in content and difficulty. Representations are clear and appropriate.</th>
<th>Pre- and post-tests are aligned in content and difficulty. Representations are clear and appropriate. Students have the opportunity to explain their thinking.</th>
</tr>
</thead>
</table>

Standards aligned to this row:
- **INTASC (old)** P8.K.3
- **P9.K.2**
- **NCTM (Elementary, Middle and Secondary)** SEC.5.2
- **TESOL (rev. 2009)** 4.a

<table>
<thead>
<tr>
<th>3a. Objective Test Items</th>
<th>Does not include a variety of test items and/or items are developmentally inappropriate and/or poorly constructed. Alignment with Indiana academic standards is not evident.</th>
<th>Includes a variety of test items but some items may be developmentally inappropriate or poorly constructed. Alignment with Indiana academic standards is not evident.</th>
<th>Includes a balance of developmentally appropriate and well-constructed test items. Alignment with Indiana academic standards is evident.</th>
<th>Includes a balance of developmentally appropriate and well-constructed test items designed to measure higher order thinking skills. Alignment with Indiana academic standards is evident.</th>
</tr>
</thead>
</table>

Standards aligned to this row:
- **INTASC (old)** P1.K.1
- **P1.K.3**
- **P8.K.2**
- **NCTM (Elementary, Middle and Secondary)** SEC.7.5
- **TESOL (rev. 2009)** 4.c

<table>
<thead>
<tr>
<th>3b. Other Quantifiable Measures</th>
<th>No quantifiable assessment and/or no established criteria for assessment</th>
<th>Quantifiable assessment is developmentally inappropriate or poorly constructed and/or criteria is vague</th>
<th>Quantifiable assessment is developmentally appropriate and well-constructed with clear and specific criteria. Students are asked to explain their thinking in the content area.</th>
<th>Quantifiable assessment is developmentally appropriate, well-constructed and measures higher order thinking skills and/or application of knowledge/skills. Clear and specific criteria is present. Students are asked for written/oral</th>
</tr>
</thead>
</table>

Standards aligned to this row:
- **INTASC (old)** P1.K.1
- **P1.K.3**
- **P8.K.2**
- **NCTM (Elementary, Middle and Secondary)** SEC.7.5
- **TESOL (rev. 2009)** 4.c
### 4. Testing Accommodations for Students with Special Needs

<table>
<thead>
<tr>
<th>Testing accommodations required by IEPs, but not made</th>
<th>Testing accommodations made only for students with IEPs</th>
<th>Testing accommodations made based on student needs only as outlined in IEPs, but available to all students.</th>
<th>Multiple testing accommodations made based on student needs in addition to those required for students with IEPs</th>
</tr>
</thead>
</table>

#### Standards aligned to this row:
- **INTASC (old)** P8.K.1, P8.K.2
- **NCTM (Elementary, Middle and Secondary)** SEC.8.3
- **TESOL (rev. 2009)** 4.c

### 5. Criteria for Mastery

#### 5. Criteria for Mastery

<table>
<thead>
<tr>
<th>No criteria present</th>
<th>Criteria present but vague or inappropriate</th>
<th>Specific and appropriate criteria present</th>
<th>Specific and appropriate criteria present and student teacher can clearly articulate the basis for the criteria.</th>
</tr>
</thead>
</table>

#### Standards aligned to this row:
- **INTASC (old)** P2.K.1, P3.K.2
- **NCTM (Elementary, Middle and Secondary)** SEC.7.1
- **TESOL (rev. 2009)** 4.a

### 6. Content Assessment

#### 6. Content Assessment

<table>
<thead>
<tr>
<th>Does not assess appropriate ideas underlying the relevant Indiana standards and indicators. Does not use formative and summative assessments. Assessments are not developmentally appropriate.</th>
<th>Does not assess a balance of conceptual understanding, procedural proficiency, and factual knowledge underlying the relevant Indiana standards. Does not include both formative and summative assessments, and assessments may not be developmentally appropriate.</th>
<th>Assesses a balance of conceptual understanding, procedural proficiency, and factual knowledge underlying the relevant Indiana standards via both formative and summative assessments, however not all assessments are developmentally appropriate.</th>
<th>Assesses a balance of conceptual understanding, procedural proficiency, and factual knowledge underlying the relevant Indiana standards via both formative and summative assessments. All assessments are developmentally appropriate.</th>
</tr>
</thead>
</table>

#### Standards aligned to this row:
- **TESOL (rev. 2009)** 4.c

### Student Learning

#### 1. Student Learning Graphs

<table>
<thead>
<tr>
<th>No graphs present</th>
<th>Some graphs are present</th>
<th>Most graphs are present, correctly labeled and easily interpreted.</th>
<th>All graphs are present, correctly labeled and easily interpreted.</th>
</tr>
</thead>
</table>

#### Standards aligned to this row:
### 2. Interpretation of Pretest Performance

| Interpretation is missing or does not accurately reflect data. Analysis or information does not address student's content area understanding. | Interpretation reflects whole class performance for pretest and for separate standards. Analysis describes content understanding that is not depicted in the graph. | Interpretation also addresses individual student performance for pretest and for separate standards. Analysis reflects only students' content area understanding as depicted in the graphs. | Interpretation includes both whole class and individual student performance on the whole pretest and separate standards. Analysis reflects critical thinking in relation to students' content area understanding. |

#### Standards aligned to this row:

- **INTASC (old)** P2.P.1
  - P8.P.4
- **NCTM (Elementary, Middle and Secondary)** SEC.16.3

### 3. Rationale for Instruction Modifications Based on Pretest Analysis

| No rationale presented for modifications or lack of modifications | Rationale based on whole class pretest performance on whole test | Rationale reflects differences in specific student performance or differences for the whole class on separate standards | Rationale reflects differences in specific student performance and differences for the whole class on separate standards |

#### Standards aligned to this row:

- **INTASC (old)** P1.K.2
  - P7.K.1
  - P8.K.2
- **TESOL (rev. 2009)** 4.c

### 4. Interpretation of Project Performance

| Interpretation does not accurately reflect data. Analysis does not address students' content area understanding, | Interpretation reflects whole class performance. Analysis describes content area understanding that is not depicted in the graph. | Interpretation reflects whole class and either specific student performance on the project or whole class performance on rubric elements. Analysis describes content area understanding. | Interpretation reflects whole class and specific student performance on the project and whole class performance on each project rubric element. Analysis describes content area understanding. |

#### Standards aligned to this row:

- **INTASC (old)** P1.K.1
  - P2.K.3
  - P8.K.1
- **NCTM (Elementary, Middle and Secondary)** SEC.16.3

### 5. Interpretation of Post-test Performance

| Interpretation does not accurately reflect data. Analysis does not address students' content area understanding, | Interpretation reflects whole class performance. Analysis does not identify individual differences in content area understanding. | Interpretation reflects whole class and either compares specific student performance on the pretest and post-test or class performance on separate standards. Analysis reflects students' knowledge of individual content area concepts. | Interpretation reflects whole class and specific student performance on the post-test and class performance on each element. Analysis reflects critical thinking in relationship to students' knowledge of content area concepts. |

#### Standards aligned to this row:

- **INTASC (old)** P2.P.1
  - P8.P.4
- **NCTM (Elementary, Middle and Secondary)** SEC.16.3
### 6. Analysis of Instructional Approaches

<table>
<thead>
<tr>
<th>Rationale Presented</th>
<th>Limited Understanding</th>
<th>Adequate Critical Thinking</th>
<th>Substantial Critical Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>No or inappropriate rationale presented.</td>
<td>Analysis reflects weaknesses of instructional approaches</td>
<td>Analysis reflects strengths and/or weaknesses of instructional approaches</td>
<td>Analysis reflects strengths and/or weaknesses of instructional approaches</td>
</tr>
</tbody>
</table>

### Project Rubric

**1. Standards Addressed within the Rubric**

<table>
<thead>
<tr>
<th>Rubric does not address an Indiana academic standard</th>
<th>Addresses an Indiana academic standard but inadequately weights standard relative to other aspects of the project</th>
<th>Adequately weights an Indiana academic standard addressed in the project</th>
<th>Adequately addresses an Indiana academic standard and the standards of the relevant national organization.</th>
</tr>
</thead>
</table>

**2. Procedures and Mechanics within the Rubric**

<table>
<thead>
<tr>
<th>Does not address procedures nor mechanics for the finished project</th>
<th>Rubric addresses procedures or mechanics for the finished project</th>
<th>Rubric addresses procedures and mechanics for the finished project</th>
<th>Rubric addresses procedures and mechanics and are developmentally appropriate.</th>
</tr>
</thead>
</table>

**3. Rubric Construction**

<table>
<thead>
<tr>
<th>Rubric elements are combined and/or not objectively worded and/or do not address the elements of the specific project</th>
<th>Rubric elements are combined or not objectively worded</th>
<th>Rubric elements are separate and objective</th>
<th>Rubric elements are separate and objective and developmentally appropriate.</th>
</tr>
</thead>
</table>

**4. Criteria for Mastery**

<table>
<thead>
<tr>
<th>No criteria for mastery present</th>
<th>Criteria for mastery is present, but vague or inappropriate</th>
<th>Specific and appropriate criteria for mastery is present</th>
<th>Specific and appropriate criteria are present and clearly communicated to the students.</th>
</tr>
</thead>
</table>

### Standards Aligned to This Row

- **INTASC (old) P1.K.1**
- **P2.K.3**
- **P8.P.4**
- **NCTM (Elementary, Middle and Secondary) SEC.7.3**

- **INTASC (old) P1.K.2**
- **P2.K.3**
- **P8.P.4**
- **NCTM (Elementary, Middle and Secondary) SEC.7.3**

- **INTASC (old) P7.K.2**
- **P7.K.3**
- **P8.P.5**
- **NCTM (Elementary, Middle and Secondary) SEC.7.3**

- **INTASC (old) P8.K.1**
- **P8.K.2**
- **P8.D.1**
- **P8.P.1**
- **P8.P.4**