

Design for instruction (continued)

Uses Variety

① ② ③

Use of contextual information

① ② ③

Use of Technology

① ② ③

Instructional decision-making

① ② ③

Professional Practice

① ② ③

Modifications

① ② ③

Congruence

① ② ③

Analysis of student learning

① ② ③

Presentation

① ② ③

Alignment with Goals

① ② ③

Data Interpretation

① ② ③

Evidence of Impact

① ② ③

Reflection and self-evaluation

① ② ③

Interpretation

① ② ③

Insights

① ② ③

Alignment

① ② ③

Implications-Future Teaching

① ② ③

Implications-Professional Development

① ② ③



Contextual factors ① ② ③

Community, School, Classroom

① ② ③

| REVIEWER ID | | | | | | |
|-------------|---|---|---|---|---|---|
| | | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 |

Student Characteristics

① ② ③

Approaches to Learning

① ② ③

Skills and Prior Learning

① ② ③

Implications for Planning and Assessment

① ② ③

Learning goals ① ② ③

Challenge and Variety

① ② ③

Clarity

① ② ③

Overall Score

① ② ③

Appropriateness

① ② ③

Alignment with Standards

① ② ③

Assessment plan ① ② ③

Alignment with Goals and Instruction

① ② ③

Clarity of Criteria and Standards

① ② ③

Modes and Approaches

① ② ③

Technical Soundness

① ② ③

Adaptations Based on Individual Needs

① ② ③

Design for instruction ① ② ③

Alignment with Goals

① ② ③

Representation of Content

① ② ③

Structure

① ② ③

UNIQUE STUDENT ID

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |

Not met = 1
Partially met = 2
Met = 3

Please enter any comments on each component in the space between items.