Candidates will create a lesson plan for an assigned activity.

<table>
<thead>
<tr>
<th>Element</th>
<th>Levels of Performance</th>
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</thead>
<tbody>
<tr>
<td>1. Assigned Objectives (TEKS/TAKS)</td>
<td>__Target(3) Clearly written and fitting for grade level and concentrate on addressing the application of 2 or more knowledge, skills and attitude.</td>
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<tr>
<th>2. &lt;p&gt;Warm Up Activity&lt;/p&gt;</th>
<th>__Target(3)</th>
<th>__Acceptable(2)</th>
<th>__Unacceptable(0-1)</th>
</tr>
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<tr>
<td>&lt;ul&gt;&lt;li&gt;Define and discuss the key words for today. &lt;/li&gt;&lt;li&gt;Always include a warm-up and cool-down program to reduce the chance of injury and prevent muscle soreness for 5-8 minute. &lt;/li&gt;&lt;li&gt;List the exercises. &lt;/li&gt;&lt;li&gt;Plan included specific provisions to establish a physically safe environment and reinforce safety standards to students. &lt;/li&gt;&lt;div&gt;Provided a warm-up and cool-down programs&lt;/div&gt;&lt;/ul&gt;</td>
<td>&lt;ul&gt;&lt;li&gt;The unit’s content included some general provisions to establish a physically safe environment and to communicate safety standards to students. &lt;/li&gt;&lt;div&gt;No warm-up or cool-down programs&lt;/div&gt;&lt;/ul&gt;</td>
<td>&lt;ul&gt;&lt;li&gt;There was limited used of key words. &lt;/li&gt;&lt;div&gt;The unit’s content didn’t establish a physically safe environment and to communicate safety standards to students. &lt;/div&gt;&lt;/ul&gt;</td>
<td></td>
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</tbody>
</table>
3. Selection of Materials and Resources

**Target (3)**
The selected activities, equipment and strategies that made accommodation for students' individual differences and had the potential to develop a range of skills and understanding of concepts through active engagement.

**Acceptable (2)**
The selected activities and or equipment that had potential to develop related skills and promote the learning of most students.

**Unacceptable (0-1)**
The selected activities and or equipment that had little potential to advance student learning or promote student participation.

4. Procedures/Activities

**Target (3)**
The activities unit was designed around a skill theme on movement concept that integrated skills, content knowledge, and the importance of a physically active lifestyle.

**Acceptable (2)**
The activities unit was designed around a progression of skills related to a sport or general movement activity.

**Unacceptable (0-1)**
The activities unit was designed around discreet skills and developmentally inappropriate activities.

5. Modifications

**Target (3)**
The teacher made instructional

**Acceptable (2)**
The teacher made some

**Unacceptable (0-1)**
There is minimal evidence that the
<table>
<thead>
<tr>
<th>adjustments that addressed individual learning needs of students and promoted connections between skill themes and movement concepts.</th>
<th>adjustment that focused on instructional pacing and procedures.</th>
<th>teacher adjusted instruction based on monitoring.</th>
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6. Assessment(s)

<table>
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<tr>
<th>Target(3)</th>
<th>Acceptable(2)</th>
<th>Unacceptable(0-1)</th>
</tr>
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<tr>
<td>The teacher’s assessment of student learning was thoroughly focused on students, demonstration and application of essential skills and concept, and the conclusions were supported by specific examples.</td>
<td>The teacher’s assessment of student learning focused mainly on students, demonstration of essential skills and concepts, and some of the conclusions were supported by examples.</td>
<td>The teacher’s assessment of student learning was limited or vague.</td>
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Outcomes Assessment Solutions, LLC

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