

**LIRSPE Rubrics
for Each Item**

1. When the general physical education teacher welcomes the children into the gymnasium all of the children in the class are together including the children with disabilities.

1	2	3	4	5
Does not come to class at all but is in school.	Comes to class 10 minutes late and sits on perimeter.	Comes to class 6-10 minutes late but transitions easily into the class.	Comes to class 0-5 minutes late but transitions easily into the class.	Comes to class with other class members.

2. Children with disabilities are sitting/standing with their peers and included in the instructions of the introduction.

1	2	3	4	5
Children with disabilities are not in the gym when introduction of the activity begins.	Children with disabilities come late and are standing away from class members when introduction of the activity begins.	Children with disabilities are away from class members when introduction of the activity begins.	Children with disabilities are standing in proximity to the class members when introduction begins.	Children with disabilities are with their peers when introduction begins.

3. The class does the warm-up together with children performing at their own pace.

1	2	3	4	5
Students with disability not included in class warm-up.	Student with disability participates peripherally with different outcomes.	Class does warm-up for number of laps or number of push-ups and some students in class have to wait for some students to finish due to the command nature of the warm-up.	Class does warm-up for number but the child with the disability is allowed to stop when the majority of the class is finished.	All class members complete warm-up at the same time. This can be for a certain time period or for the length of a song etc. but nobody is left to finish last.

4. Speed of play is varied based upon present level of performance of all children including children with disabilities so as not to leave anyone behind.

1	2	3	4	5
Game is played with no accommodations for student's skills.	Game is played with minimal accommodations after play begins.	Game is played with equipment suitable to individual need.	Game is played with equipment suitable to individual need and task options are provided as an afterthought.	Game is played with equipment suitable to individual need and task options are provided with lesson designed from the outset.

5. Instruction is provided that allows for all students to succeed and benefit within the general program by accommodating different learning styles.

1	2	3	4	5
Only one mode of instructional delivery is provided (such as command style with only verbal instruction) throughout the entire class.	Two modes of instruction are provided that address different sensory areas. For example, visual & verbal instructions are provided.	Instruction is provided with a minimum of three modes of instruction (visual, verbal, tactile).	Instruction is provided that addresses three to four different modalities for much of the class.	Instruction is provided in a variety of ways such as demonstration, auditory, kinesthetic and psychomotor for each skill or activity taught.

6. The lesson provides a variety of choices to execute skills.

1	2	3	4	5
The lesson is taught in a way that addresses one specific skill or ability level.	The lesson is taught in a way that makes little accommodation for skills and/or abilities.	The lesson is taught in a way that accommodates some variation and skill/ability.	The lesson is taught in a way with several accommodations including equipment, rule/game modification and instruction.	The lesson is taught in a way so that all ability and skill levels are addressed.

7. Student has opportunities to make some choices driving his/her own learning

1	2	3	4	5
The lesson is taught with no opportunity in choices in	The lesson is taught with limited opportunities	The lesson is taught with few opportunities and two-three	The lesson is taught with several choices in equipment,	The lesson is taught with a wide variety of choices in

equipment, rules, or speed of play.	and minimal choices in equipment, skill and/or game play.	choices in equipment, 2-3 variations in rules, and speed of play can vary once to twice.	and rule variations. Speed of play may vary at times in the lesson.	equipment, rule variations, and speed of play varies according to the need of the students.
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8. Proper accommodations and supports are available for her or his choices.

1	2	3	4	5
The game or activity is set up with no peer tutor, paraeducator, equipment options, rule modifications or technology available to accommodate the needs of the heterogeneity of the class.	The game or activity is set up with a few peer tutors, paraeducators, equipment options, rule modifications or technology available to accommodate the needs of the heterogeneity of the class.	The game or activity is set up with peer tutors, paraeducators, equipment options, rule modifications/variables or technology available to accommodate some of the needs of the heterogeneity of the class.	The game or activity is set up with various peer tutor, paraeducator, equipment options, rule modifications/variables or technology available to accommodate most of the needs of the heterogeneity of the class.	The game, or activity is set up with peer tutors, paraeducators, equipment options, rule modifications/variables and/or technology available to accommodate the needs of the heterogeneity of the class.

9. Use various members of the class including children with disabilities to demonstrate skills to the class.

1	2	3	4	5
No demonstrations are provided.	The teacher executes minimal demonstrations.	The teacher demonstrates and asks students to demonstrate as well.	The teacher chooses students with and without disabilities to demonstrate several times during the class.	The teacher chooses students with and without disabilities to demonstrate throughout the class.

10. Support staff assists the child in learning as needed.

1	2	3	4	5
Paraeducators/related service providers do not accompany or stay in class with	Paraeducators/related service providers accompany the student to class and	Paraeducators accompany the student and occasionally	Paraeducators accompany the student and assists	Trained paraeducators accompany the student and

students.	sits off to the side.	assists students in the class.	students in the class under direction of the teacher.	assists students in the class.
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11. Lesson is provided to the paraeducator before the class and explains their role throughout the lesson.

1	2	3	4	5
No training or discussion with paraeducator prior to or during the class.	Verbal explanations are provided to the paraeducator prior to or during class.	The lesson plan is provided to paraeducator with specific instruction during the class.	The lesson plan is provided with specific instruction prior to the start of class.	The lesson plan is provided with specific follow-up instruction prior to the start of class.

12. When using partners the student with a disability has opportunities to partner with a same-aged peer (if appropriate) and not only the paraeducator when possible.

1	2	3	4	5
Student with disability is paired with paraeducator and does not engage with other students in the class.	Student with a disability is paired with paraeducator and occasionally works with a peer.	Student with disability is paired with peer partner for at least 50% of class time.	Student with a disability is paired with peer partner for most of the class with some paraeducator support.	Student with a disability is paired with peer partner all of the class with some paraeducator support as needed.

13. Paraeducator encourages social interactions with peers in the class when possible.

1	2	3	4	5
The paraeducator does not come to class.	The paraeducator comes to class but does not encourage any interaction with peers.	The paraeducator comes to class and encourages peer interaction when it is convenient or easy.	The paraeducator is in the class and encourages peer-to-peer interaction and partners most of the time.	The paraeducator is in the class but encourages peer-to-peer interaction and partners 100% of the time.

14. Teacher plans ahead to organize and manage partners effectively

1	2	3	4	5
The teacher				

directs students in the class to find a partner and student with disability is standing alone.	directs students in the class to find a partner and student with disability is forced to work with a peer neither chooses.	directs students in the class to find a partner and ensures that the child with the disability has a partner.	directs students in the class to find a partner and matches student with disability with a specific partner.	directs students in the class to find a partner and has a clear plan for matching all partners.
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15. Teacher ensures that children with disabilities have a partner.

1	2	3	4	5
The teacher says “get a partner” and the children with disabilities end up with no partner.	The teacher says “get a partner” and the children with disabilities are forced to be with a child who chose a different partner.	The teacher says, “get a partner” and ensures that the child with the disability has a partner while the class is getting partners.	The teacher plans ahead and partners the child up with a partner before they say “get a partner.”	The teacher has a clear plan for partners for every child and uses the same approach for the whole class to get into partners.

16. Students do not pick teams.

1	2	3	4	5
Students pick teams.	Students pick teams and the students with disabilities are chosen last.	The teacher divides the class with little consideration to the match-ups.	The teacher uses a coding/semi-organized system for selecting teams.	The teacher has pre-planned teams before the class starts and divides the teams up seamlessly.

17. Teacher avoids elimination games.

1	2	3	4	5
Teacher plays elimination games.	Teacher plays elimination games and some children can re-enter get tagged back in by peers after some time.	Teacher plays elimination games and children can re-enter with fitness or motor skills.	Teacher plays elimination game but students can automatically re-enter.	No elimination games were played.

18. Teacher avoids students waiting in line.

1	2	3	4	5
There are at least 5 students in a line waiting.	There are 5 students in a line waiting with quick rotation.	There are 4 or less students waiting in line with quick rotations.	There are 3 or less students waiting in line	There are no or minimal lines for activities.

19. Teacher distributes as much equipment as possible to maximize opportunities to respond.

1	2	3	4	5
There is one ball or piece of equipment for the entire class.	There are few pieces of equipment that require students to wait to use equipment.	Students need to wait a turn to use equipment.	Each student has his/her own equipment.	Each student can choose his/her own piece of equipment.

20. Teacher maximizes opportunities to respond and engagement time for all students by modifying the organization and rules of the game.

1	2	3	4	5
Students have limited opportunities to engage in time on task.	Students are offered one choice to participate.	Students are offered few choices to participate and engage in the content.	Multiple opportunities to engage in the content are offered.	Throughout the class, students are able to freely select and engage in the content.

21. There is a range of equipment to meet the learning needs of all the students in the class.

1	2	3	4	5
The teacher uses one type of equipment for the whole class such as traditional volleyballs.	The teacher allows the children to use two types of equipment for the lessons.	The teacher allows the children to use three types of equipment for the lessons.	The teacher allows the children to use four types of equipment for the lessons.	The teacher allows the students to use a variety of equipment (5 or more) such as trainer volleyballs, balloons, beach balls, finger light balls, or traditional volleyballs.

22. Noise and distractions are reduced to maximize success.

1	2	3	4	5
No accommodations are made to reduce light, noise or safety issues.	Teachers accommodate for noise by minimizing distractions.	There is noise and distractions during some (30-79%) of the class that can be avoided	There is noise and distractions during part (5-39%) of the class that can be avoided	Acoustics are good, light glare minimized and safety/security insured.

23. When assessing the class, children with disabilities are assessed alongside their peers and modifications are provided as needed.

1	2	3	4	5
Students with disabilities are not present in the gymnasium during assessments.	Students with disabilities are present in the gymnasium, but do not participate in assessments.	Students with disabilities participate in assessments with no accommodations for their disability.	Students with disabilities have some accommodations made for their disability.	Students with disabilities have are fully accommodated for their needs during assessments.

24. When children with disabilities are assessed, the scores count at least for their baseline of performance and they are re-assessed to determine progress.

1	2	3	4	5
Children with disabilities go through the motions of assessment but their scores are not recorded at all.	Children with disabilities go through the motions of assessment and their scores are written down but not used at all.	Children with disabilities go through the motions of assessment and their scores are written down and used to record performance for the assessment but not for progress reports.	When children with disabilities are assessed, the scores count at least for their baseline of performance.	When children with disabilities are assessed, the scores count at least for their baseline of performance and they are re-assessed to determine progress.

25. Feedback on skill performance is given throughout the class to all children when possible.

1	2	3	4	5
No feedback is given to any children the	General feedback is given	General feedback is given throughout	General and specific skill feedback is	Feedback on skill performance is given throughout

entire class.	periodically to some children.	to some children.	given throughout to most children.	the class to all children.
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26. Feedback in regard to skill performance is positive general-and/or positive specific feedback with the use of first names.

1	2	3	4	5
No general or specific feedback is provided to students in the class.	Positive general feedback is given periodically.	Positive general feedback and some specific feedback is used minimal use of first names.	Positive general feedback and specific feedback is used with use of first names some of the time.	Positive general and skill specific feedback is provided to all students throughout the class.

27. The whole class is together and present when the teacher presents the closure/warm down of the class.

1	2	3	4	5
The students with the disabilities leave before closure.	The students with the disabilities are present for part of the closure.	The students with the disabilities are present for closure but stand peripheral to the group.	The students with the disabilities are there for the entire closure and are part of the group most of the time.	The students with the disabilities are there for the entire closure and are part of the group.

28. Teacher checks for understanding of all children during closure.

1	2	3	4	5
The teacher does not check for understanding at all during closure.	The teacher checks for understanding one time during closure.	Teacher checks for understanding several times but only addresses students without disabilities.	The teacher checks for understanding and addresses students with disabilities minimally.	Teacher checks for understanding of all students during closure on a consistent basis.