

## Unit Plan Rubric

<b>Unit Plan Section</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Approaching Proficient (2)</b>	<b>Unsatisfactory (1)</b>	<b>SCORE</b>
<b>Rationale for Unit and Contextual Factors</b>	Explains how unit relates to instructional goals, needs of students, and prior units. Describes all relevant student characteristics (prior assessment data, IEP information, etc) that may affect student learning. Describes how all these factors will be considered during planning.	Explains how unit relates to instructional goals, needs of students, and prior units. Describes most relevant student characteristics that may affect student learning. Describes how most factors will be considered during planning.	Does not fully explain how unit relates to instructional goals and/or needs of students, and/or prior units. Describes most relevant student characteristics that may affect student learning. Describes how some factors will be considered during planning.	Does not fully explain how unit relates to instructional goals, needs of students, and prior units. Does not include a description of relevant student characteristics that may affect student learning or how these factors will be considered during planning.	
<b>Objectives</b>	Describes all unit objectives and how they are aligned to content standards. All objectives are broad enough to capture breadth and depth of content and focused enough to be measured.	Describes most unit objectives and how they are aligned to content standards. Most objectives are broad enough to capture breadth and depth of content and focused enough to be measured.	Describes some unit objectives and how they are aligned to content standards. Some unit objectives may not be aligned to content standards.	Does not describe unit objectives or how they are aligned to content standards. No unit objectives are aligned to content standards.	
<b>Content</b>	Describes all of the following and includes specific information and/or examples: <ul style="list-style-type: none"> <li>• how content will be organized and taught;</li> <li>• how students will engage in critical thinking and problem solving;</li> <li>• how students' needs, interests, abilities, and cultures will be considered;</li> <li>• key instructional strategies.</li> </ul>	Describes most of the following and includes some specific information and/or examples: <ul style="list-style-type: none"> <li>• how content will be organized and taught;</li> <li>• how students will engage in critical thinking and problem solving;</li> <li>• how students' needs, interests, abilities, and cultures will be considered;</li> <li>• key instructional strategies.</li> </ul>	Describes some of the following and includes few specific information and/or examples: <ul style="list-style-type: none"> <li>• how content will be organized and taught;</li> <li>• how students will engage in critical thinking and problem solving;</li> <li>• how students' needs, interests, abilities, and cultures will be considered;</li> <li>• key instructional strategies.</li> </ul>	Describes few of the following and describes few or no specific information or examples: <ul style="list-style-type: none"> <li>• how content will be organized and taught;</li> <li>• how students will engage in critical thinking and problem solving;</li> <li>• how students' needs, interests, abilities, and cultures will be considered;</li> <li>• key instructional strategies.</li> </ul>	

Reference/ Resource Materials	Describes a detailed description of materials and resources that will be used to teach the unit, how multimedia and digital tools will be used. Provides a list of resources.	Provides a list of resources that will be used to teach the unit, including multimedia and digital tools that will be used.	Provides a list of resources that will be used to teach the unit; does not include multimedia and digital tools that will be used.	Does not include a list of all resources that will be used to teach the unit <i>and</i> does not include multimedia and digital tools that will be used.	
Daily Lesson Plans	Includes ten or more fully developed continuous daily lesson plans, using an agreed upon template. All supplemental materials are included. All lesson plans include a written reflection (completed after lesson has been taught).	Includes ten or more fully developed continuous daily lesson plans, using an agreed upon template. Most supplemental materials are included. Most lesson plans include a written reflection (completed after lesson has been taught).	Includes ten or more fully developed daily lesson plans, using an agreed upon template. Some supplemental materials are included. Some lesson plans include a written reflection (completed after lesson has been taught).	Includes less than ten fully developed daily lesson plans. Agreed upon lesson plan template may not have been used. Few supplemental materials are included. Few lesson plans include a written reflection (completed after lesson has been taught).	
Analysis of Student Learning	Prior student assessment data is thoroughly examined, collected, and organized (i.e., MAP data, EOC data, teacher collected test scores). Analyses of assessment data identifies patterns or trends and identifies students with exceptionalities and who may need academic supports. Analysis connects to rationale for unit.	Prior student assessment data is examined, collected, and organized (i.e., MAP data, EOC data, teacher collected test scores). Analyses of assessment data identifies some patterns or trends and identifies students with exceptionalities and who may need academic supports. Analysis connects to rationale for unit.	Prior student assessment data is examined, collected, and organized (i.e., MAP data, EOC data, teacher collected test scores). Analyses of assessment data does not identify patterns or trends and identifies students with exceptionalities and who may need academic supports. Analysis connects to rationale for unit.	Prior student assessment data is collected (i.e., MAP data, EOC data, teacher collected test scores). Analyses of assessment data does not identify patterns or trends and/or does not identify students with exceptionalities and who may need academic supports. Analysis does not connect to rationale for unit.	
Primary Assessment Strategies and Evaluation Criteria	Creates relevant pre and post assessments, fully describes alignment to standards and objectives, fully describes necessary student accommodations. Answers all questions on assignment description. Includes a copy of the pre-assessment	Creates relevant pre and post assessments, aligns to most standards, and most student accommodations are clear. Answers all questions on assignment description. Includes a copy of the pre-assessment and post assessment and associated scoring rubrics or grading criteria; does not include	Creates pre and post assessments, but there is no alignment to standards and/or student accommodations. Some questions on assignment description are not addressed. Does not include a copy of the pre-assessment or post assessment and associated scoring rubrics or grading criteria.	Creates pre and post assessments but includes no alignment to standards or student accommodations. Most questions on assignment description are not fully answered. Does not include a copy of the pre-assessment or post assessment and associated scoring rubrics or grading criteria.	

	and post assessment and clearly explains associated scoring rubrics or grading criteria.	associated scoring rubrics or grading criteria.			
<b>Interpretations and Decisions: Pre-Assessment</b>	Creates clearly labeled tables, graphs, or charts of assessment results. Thoroughly summarizes data and describes implications of results. Creates and displays growth targets for all students.	Clearly summarizes data and describes implications of results; tables, graphs, or charts may not be included. Creates growth targets for most students.	Attempts to summarize data but summary is unclear and/or does not describe implications of assessment results. No table, graphs, or charts are included. Creates growth targets for some students.	Data is not summarized. Charts, tables, or graphs are not included and implications for assessment results are not mentioned. Does not create growth targets for students.	
<b>Interpretations and Decisions: Post Assessment</b>	Creates clearly labeled tables, graphs, or charts of assessment results. Thoroughly summarizes data and describes implications of results. Connects post assessment data to pre-assessment data. An explanation of how grades were determined or how students are evaluated is included (i.e., if grades are not assigned, as may be the case in an Early Childhood classroom).	Clearly summarizes data and describes implications of results; tables, graphs, or charts are included but may not be clear. Connects most post assessment data to pre-assessment data. Some explanation is provided for how grades were determined or how students are evaluated (i.e., if grades are not assigned, as may be the case in an Early Childhood classroom).	Attempts to summarize data but summary is unclear and/or does not describe implications of assessment results; no table, graphs, or charts are included. Connects some post assessment data to pre-assessment data. Little/no explanation is provided for how grades were determined or how students are evaluated (i.e., if grades are not assigned, as may be the case in an Early Childhood classroom).	Data is not summarized. Charts, tables, or graphs are not included and implications for assessment results are not mentioned. Provides no connection between post assessment data and pre assessment data.	
<b>Reflection and Self-Assessment</b>	Completely answers all questions from Unit Plan assignment.	Answers most questions from Unit Plan assignment.	Answers some questions from Unit Plan assignment.	Reflection is unclear and/or incomplete and fails to answer questions from Unit Plan assignment.	

**NOTES:**

- Any section of the Unit Plan that is not submitted should be given a score of 0.
- Unit Plans submitted to Anthology later than the deadline established by the University Supervisor may be penalized.