

Unit Plan Summary Rubric

UNK Teacher Education

Level 4



Instructions:

Assign a score to each indicator for every Unit Element. Place a checkmark next to the indicator that is reflective of the work. Enter only one checkmark per indicator (each line). Place a checkmark to the left of the descriptor you have selected. Enter a total score for each Unit Element and a total Rubric Score at the end.

Teacher Candidate:

Scoring: Candidates must earn a minimum score of 45 without a one (1) on any element.

Unit Element	1 = Below Standard	2 = Developing	3 = Proficient (TARGET)	4 = Advanced
Introduction to Unit Unit Elements <ul style="list-style-type: none"> Unit Name Length of Unit (days) Grade Level Content Area 	Does not list introduction elements.	Lists some of the introduction elements.	Lists most of the introduction elements.	Lists all unit introduction elements.
				Total Score Introduction to Unit

Comments

Unit Element	1 = Below Standard	2 = Developing	3 = Proficient	4 = Advanced
Unit Academic Standards	Does not identify academic standard(s) OR identified academic standards and/or grade-level/individual (IEP) indicators with no cross-curricular standards.	Identifies academic standards and/or grade-level/individual (IEP) indicators that are incomplete and/or misaligned with no cross-curricular standards.	Identifies academic standards and/or grade-level/individual (IEP) indicators including cross-curricular standards.	Identifies academic standards and/or grade-level/ personal (IEP) indicators including cross-curricular standards that directly enhance the unit.
				Total Score Unit Academic Standards

Comments

Unit Element	1 = Below Standard	2 = Developing	3 = Proficient	4 = Advanced
Unit Learning Objectives	No learning objectives are stated.	Some assessed learning objectives are stated using ABCD (Audience, Behavior, Condition, Degree) OR using the structure for your program or field of study.	All assessed learning objectives are stated using ABCD (Audience, Behavior, Condition, Degree) OR using the structure for your program or field of study.	All assessed learning objectives are concisely stated using ABCD (Audience, Behavior, Condition, Degree) OR using the structure for your program or field of study.
	Unit learning objectives are not aligned with the unit academic standards.	Unit learning objectives are mis-aligned with the unit academic standards.	Unit learning objectives are aligned with the unit academic standards.	All unit learning objectives are clearly aligned with the unit academic standards.
	Total Score Unit Learning Objectives			
Comments				

Unit Element	1 = Below Standard	2 = Developing	3 = Proficient	4 = Advanced
Pre-assessment	Does not include pre-instruction assessment.	Includes an evaluative pre-instruction assessment instrument that may not elicit valid student data/information connected to the learning objectives.	Includes an evaluative pre-instruction assessment instrument that elicits student data/information to determine patterns/gaps in levels of proficiency on each of the stated learning objectives across the unit.	Includes an evaluative pre-instruction assessment instrument that elicits meaningful student data/information to determine patterns/gaps in levels of proficiency on each of the stated learning objectives across the unit.
	Does not explain how the pre-assessment will be used to inform progression and instructional decisions.	Partially explains how the pre-assessment will be used to inform progression and instructional decisions.	Explains how the pre-assessment will be used to inform progression and instructional decisions.	Clearly explains how the pre-assessment will be used to inform progression and instructional decisions.
	Total Score Pre-Assessment			
Comments				

Unit Element	1 = Below Standard	2 = Developing	3 = Proficient	4 = Advanced
Summative Assessment	Does not provide a summative assessment instrument.	Includes a summative assessment instrument that elicits student data post-instruction, demonstrating students' levels of proficiency on some of the stated objectives across the unit.	Includes a summative assessment instrument that elicits student data post-instruction, demonstrating students' levels of proficiency on the stated objectives across the unit.	Provides a summative assessment instrument that elicits student data post- instruction, comparable to pre-assessment measures for stated objectives across the unit.
	Does not explain how the summative assessment will produce data/evidence of student achievement of the unit objectives.	Partially explains how the summative assessment will produce data/evidence of student achievement of the unit objectives.	Explains how the summative assessment will produce data/evidence of student achievement of the unit objectives.	Clearly explains how the summative assessment will produce data/evidence of student achievement of the unit objectives.
			Total Score Summative Assessment	
Comments				
Unit Element	1 = Below Standard	2 = Developing	3 = Proficient	4 = Advanced
Sequence of Lesson Learning Objectives	Learning objectives/goals are not aligned with the unit outcomes and are stated in a way that does not identify progression & sequence toward students' demonstrating unit knowledge or skills.	Learning objectives/goals are loosely aligned with the unit outcomes and are stated in a way that does not identify progression & sequence toward students' demonstrating unit knowledge or skills.	Learning objectives/goals are aligned with the unit outcomes and are stated in a way that identifies progression & sequence toward students' demonstrating unit knowledge or skills.	Learning objectives/goals are purposefully aligned with the unit outcomes and are stated in a way that identifies logical progression & sequence toward students' acquiring unit knowledge or skills.
			Total Score Sequence of Lesson Learning Objectives	
Comments				

Unit Element	1 = Below Standard	2 = Developing	3 = Proficient	4 = Advanced
Instructional Strategies	Does not include a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes.	Uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes.	Uses a wide variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes.	Uses a wide variety of research-based instructional strategies across the unit to support and expand learners’ communication through speaking, listening, reading, writing, and other modes.
	Provides single representation of concepts with limited or no opportunities for learners to demonstrate their knowledge.	Provides representations of concepts and skills with opportunities for learners to demonstrate their knowledge.	Provides models and representations of concepts and skills with an opportunity for learners to demonstrate their knowledge through a product and/or performance.	Provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
	Does not justify why specific instructional strategies were used and how these strategies support the learning objectives across all lessons.	Partially justifies why specific instructional strategies were used and how these strategies support the learning objectives across all lessons.	Justifies why specific instructional strategies were used and how these strategies support the learning objectives across all lessons.	Clearly justifies why specific instructional strategies were used and how these strategies support the learning objectives across all lessons.
	Total Score Instructional Strategies			
Comments				
Unit Element	1 = Below Standard	2 = Developing	3 = Proficient	4 = Advanced
Formative Assessment	Fails to include formative assessments.	Includes a single type of formative assessment that isn't valid.	Includes a valid formative assessment.	Includes a variety of valid formative assessments.
	Formative assessment technique provides little to no opportunities to demonstrate knowledge and/or skill and there is no feedback.	Formative assessment technique provides a vague opportunity to demonstrate knowledge and/or skill with unclear feedback.	Formative assessment techniques provide an opportunity to demonstrate knowledge and/or skill with feedback.	Formative assessment techniques provide students varied opportunities to demonstrate knowledge and/or skill with feedback.
	None of the formative assessments align with the learning objectives.	Some formative assessments align with the learning objectives.	Most formative assessment techniques align with the learning objectives.	All formative assessment techniques are aligned with the learning objectives.
	Total Score Formative Assessment			
Comments				
			Unit Plan Total (All Elements)	