**Rubric for Unit Plans** (updated July 2019) 

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criterion | Ineffective | Developing | Effective | Highly Effective |
| Standards | No academic standards listed | Extensive list of standards listed; unable to teach all to the depth required | Unit focused on one or two new standards | Unit contains new standards to be learned along with separate list of prerequisite skills required in lesson |
| Objectives | Not all standards are met with learning objectives | At least one Objective not measurable | All objectives are measurable covering all standards | All objectives are measurable requiring multiple levels of higher order thinking |
| Content covered in lessons (discipline) | Content presented in individual isolated lessons | Content presented with some checks for reviewing and restating previous concepts and main points; lists big transferrable idea but not embedded | Content reviewed, restated and rephrased throughout unit with main points emphasized repeatedly with clear purpose connections to the “big transferrable idea” | Content reviewed, restated and rephrased throughout unit with main points emphasized repeatedly with clear purpose making content meaningful and relevant to student’s lives |
| Lessons | Lessons have appearance of being somewhat random and non- sequential allowing for concepts to not be fully developed | Lessons are sequential building on prerequisite knowledge with less than 25% of the lessons varied in format | Lessons are Sequential building on prerequisite knowledge with more than 25% varied in creative and engaging formats | Lessons are Sequential and varied in creative and engaging formats building on prerequisite knowledge and targeted on debunking student misconceptions |
| Interdisciplinary connections | Unit lists interdisciplinary content but at least one area not fully developed | Unit has interdisciplinary connections, but seem forced and do not flow naturally between disciplines | Unit makes authentic, smooth and meaningful interdisciplinary connections meeting standards for each discipline | Authentic and meaningful interdisciplinary learning experiences with multicultural aspects included |
| Instructional Activities | Lesson plans are in abbreviated format with little detail on how the teacher is presenting the material and student expectations | Lesson plans are clear and fully developed and include plan effective time management strategies | Lesson plans are fully developed in formal lesson plans format with details using best practices for discipline and plan for effective time management | Clearly developed lesson plans using best practices and  higher order thinking questions listed in each lesson |
| Differentiation strategies | Differentiation strategies are vague, lacking detailed plans to meet individual student learning needs | Differentiation strategies present but vague and not | Contains differentiation strategies for all exceptional learners | Detailed Differentiation strategies present for all exceptional learners including those that may not be present in actual classroom (advanced, SPED, ENL) |
| Technology | Technology is not incorporated in unit | Candidate can effectively use basic classroom technology (document cameras, smart boards, etc) | Uses technology to enhance lessons | Uses technology to meet at least one ISTE standards and impact student learning |
| Assessments | Limited or no assessment strategies included in unit | Mix of formative and summative assessments covering some but not all standards | Mix of formative and summative assessments covering all standards and objectives | Varied formative and summative assessment formats requiring higher order thinking |