Unit Plan for Elementary Education (Interdisciplinary) Rubric

Criteria	Highly Effective	Effective	Developing	Ineffective
1.1. Standards	Unit contains new standards to be learned along with separate list of prerequisite skills required in lesson (1.1.HE) ❐ 4	Unit focused on one or two new standards (1.1.E) ❐ 3	Extensive list of standards listed; unable to teach all to the depth required (1.1.D ❐ 2	No academic standards listed (1.1.IE) ❐ 1
1.2. Objectives	All objectives are measurable requiring multiple levels of higher order thinking (1.2.HE) ❐ 4	All objectives are measurable covering all standards (1.2.E) ❐ 3	At least one Objective not measurable (1.2.D) ❐ 2	Not all standards are met with learning objectives (1.2.IE) ❐ 1
1.3. Content covered in lessons (discipline)	Content reviewed, restated and rephrased throughout unit with main points emphasized repeatedly with clear purpose making content meaningful and relevant to student's lives (1.3.HE) ❐ 4	Content reviewed, restated and rephrased throughout unit with main points emphasized repeatedly with clear purpose connections to the "big transferrable idea" (1.3.E) ❐ 3	Content presented with some checks for reviewing and restating previous concepts and main points; lists big transferrable idea but not embedded (1.3.D) ❐ 2	Content presented in individual isolated lessons (1.3.IE) ❐ 1
1.4 Reading Instruction (required)	Explicit and systematic reading instruction focused on at least two literacy pillars with multiple opportunities for gradual release, independent practice and student engagement ❐ 4	Explicit and systematic reading instruction focused on at least two literacy pillars with opportunities for gradual release but limited independent practice or student engagement ❐ 3	Instruction was only focused on one pillar, OR not scaffolded to the appropriate level to provide a gradual release and independent practice to monitor student progress. ❐ 2	Limited or No evidence of facets of explicit systematic instruction ❐ 1
1.5 Reading: Connection to SoR principles (required) (pillars, explicit and systematic	Justification for implementing SoR instruction was detailed, thorough with connections to multiple and	Justification for implementing SoR instruction was detailed, thorough with connections focusing on one	Justification and connection to SoR principles was shallow omitting detailed discussion of facets of	Unit contained reading aspects that were not aligned to the SoR principles OR SoR justification/connection

instruction, gradual release, high level of student engagement)	different facets of SoR described in depth	facet of SoR described in depth	instructional practices or discussion of pillars	was omitted
	❐ 4	❐ 3	❐ 2	❐ 1
1.6. Lessons	Lessons are sequential and varied in creative and engaging formats building on prerequisite knowledge and targeted on debunking student misconceptions (1.4.HE) ❐ 4	Lessons are sequential building on prerequisite knowledge with more than 25% varied in creative and engaging formats (1.4.E) ❐ 3	Lessons are sequential building on prerequisite knowledge with less than 25% of the lessons varied in format (1.4.D) ❐ 2	Lessons have appearance of being somewhat random and non-sequential allowing for concepts to not be fully developed (1.4.IE) ❐ 1
1.7. Interdisciplinary connections	Authentic and meaningful interdisciplinary learning experiences with multicultural aspects included (1.5.HE) ❐ 4	Unit makes authentic, smooth and meaningful interdisciplinary connections meeting standards for each discipline (1.5.E) ❐ 3	Unit has interdisciplinary connections, but seem forced and do not flow naturally between disciplines (1.5.D) ❐ 2	Unit lists interdisciplinary content but at least one area not fully developed (1.5.IE) ❐ 1
1.8. Culturally Responsive teaching (student teaching only)	A Culturally responsive mindset is evident in both classroom actions and explicit curricular plans. (1.6.HE) ❐ 4	A Culturally responsive mindset is documented with evidence of being enacted throughout unit (1.6.E) ❐ 3	Unit plan briefly mentions culturally responsive teaching or mindset but no details on how enacted in unit present (1.6.D) ❐ 2	Unit plan does not discuss culturally responsive teaching or mindset (1.6.IE) ❐ 1
1.9. Instructional Activities	Clearly developed lesson plans using best practices focusing on higher order thinking in questioning and depth of knowledge activities (1.7.HE) ❐ 4	Lesson plans are fully developed in formal lesson plans format with details using best practices for discipline (1.7.E) ❐ 3	Lesson plans are clear but best practices not followed (1.7.D) ❐ 2	Lesson plans contain little detail on how the teacher is presenting the material and student expectations (1.7.IE) ❐ 1
1.10. Differentiation strategies	Detailed Differentiation strategies present for all exceptional learners including those that may not be present in actual	Contains differentiation strategies for all exceptional learners (1.8.E)	Differentiation strategies present but vague and not (1.8.D)	Differentiation strategies are vague, lacking detailed plans to meet individual student learning needs (1.8.IE)

	classroom (advanced, SPED, ENL) (1.8.HE)			
	❒ 4	❒ 3	❒ 2	❒ 1
1.11. Technology	Uses digital and interactive technologies to enhance student learning with direct instruction on how to evaluate resources of ethics and quality of information related to use (1.9.HE)	Uses digital and interactive technologies to effectively meet specific learning goals (1.9.E)	Candidate can effectively use basic classroom technology (document cameras, smart boards, etc) (1.9.D)	Technology is not incorporated in unit (1.9.IE)
	❒ 4	❒ 3	❒ 2	❒ 1
1.12. Assessments	Varied formative and summative assessment formats requiring higher order thinking (1.10.HE)	Mix of formative and summative assessments covering all standards and objectives (1.10.E)	Mix of formative and summative assessments covering some but not all standards (1.10.D)	Limited or no assessment strategies included in unit (1.10.IE)
	❒ 4	❒ 3	❒ 2	❒ 1

Comments:

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Instructor Signature: Date

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Student Signature: Date