Unit Plan Rubric

Use these descriptions to help you as you create a Unit Plan.

4	3	2	1		
Targeted Syllabus Guidelines					
All Syllabus Guidelines identified in my unit are a focus of instruction and assessment throughout my Unit Plan.	The Syllabus Guidelines in my unit are implied throughout my Unit Plan, but some are not specifically shown as being part of instruction or assessment.	The Syllabus Guidelines seem to be addressed in my Unit Plan, but they are vague.	My Unit Plan does not address the Syllabus Guidelines in any meaningful way.		
The duration of my unit is appropriate for the quantity and significance of the Syllabus Guidelines. Enough time is available to teach each standard adequately, and no standard receives unwarranted emphasis.	The Syllabus Guidelines selected are appropriate for the duration of my unit.	My Unit Plan has too many Syllabus Guidelines to be taught thoroughly within the duration of the unit. OR The amount of time my unit takes is more than should be allotted to the number and type of Syllabus Guidelines addressed in the Unit Plan.	My Unit Plan has too many or too few Syllabus Guidelines than are appropriate for the length of the unit.		
Objectives					
My objectives describe specific behaviors, knowledge, and/or products that relate to Syllabus Guidelines and can be assessed and understood at a deep level, where relevant unit concepts are applied.	My objectives describe specific behaviors, knowledge, and/or products that meet Syllabus Guidelines and reflect understanding of relevant unit concepts.	My objectives describe behaviors, knowledge, and/or products that are rather vague and only require superficial understanding of unit concepts.	My objectives describe vague behaviors, knowledge, and/or products that do not require understanding of unit concepts.		
Curriculum-Framing Questions: Essential Question					
My Essential Question centers on a philosophical, moral, or thought-provoking theme that is interesting and important to students and requires them to think deeply about the concepts across units as they make their learning personally meaningful.	My Essential Question centers on a topic that is either interesting or important to students and is written so they will understand it.	My Essential Question addresses students' interest or concerns, but not both, and may be written in language that is difficult for them to understand.	My Essential Question does not address either students' interests or concerns and is written in language they do not understand.		
Curriculum-Framing Questions: Unit Questions					

My Unit Questions address the Syllabus Guidelines identified in the unit by asking students to analyze, theorize, and contemplate the implications, connections, and reasons behind and in support of the content within the Syllabus Guidelines.	My Unit Questions address the Syllabus Guidelines identified in the Unit Plan that describe higher-order thinking as well as content knowledge and skills.	My Unit Questions are related to Syllabus Guidelines addressed in the Unit Plan. They only target lower-level elements of the Syllabus Guidelines.	My Unit Questions are only tangentially related to the Syllabus Guidelines. Their support of the targeted Syllabus Guidelines in the unit is unclear.		
My Unit Questions	My Unit Questions are	My Unit Questions are	My Unit Questions are		
directly target what is desired for students to	important questions for	somewhat important	not key questions for		
learn in this specific	the unit. They cover most of the topics	questions for the unit. They only cover some	the unit. They only cover a few topics		
unit and are broad	within the unit.	of the topics within the	within the unit.		
enough to cover most		unit.			
of the topics within the					
unit.					
Curriculum-Framing Qu	uestions: Content Quest				
My Curriculum	My Curriculum	Some of my	My Curriculum		
Questions support and	Questions support the	Curriculum Questions	Questions only		
provide understanding	Essential and Unit	support the Essential	tangentially relate to		
for the Essential and	Questions and address	and Unit Questions	the Essential and Unit		
Unit Questions and	the Syllabus Guidelines and	and address the Syllabus Guidelines	Questions, Syllabus Guidelines, and		
directly address the objectives and	objectives.	and objectives, but	objectives.		
Syllabus Guidelines in	objectives.	some are only	objectives.		
meaningful ways.		tangentially related.			
Assessment Plan		tangonitany rolatoa.			
My assessment plan	My assessment plan	My assessment plan	My assessment plan		
matches and	matches and	matches and	does not match or		
addresses all of the	addresses most of the	addresses some of the	address the targeted		
targeted Syllabus	targeted Syllabus	targeted Syllabus	Syllabus Guidelines		
Guidelines and	Guidelines and	Guidelines and	and objectives.		
objectives.	objectives.	objectives.			
Assessment Plan: Forr					
Both formal and	A variety of formative	A few formative	Assessment in my unit		
informal and peer- and	assessments are used	assessments are used	is only done at the end		
self-assessments are	throughout my unit.	in my unit and address some of the	of the unit and/or is		
used throughout my unit.		assessment purposes.	only used for grading purposes.		
Assessment Plan: Summative Assessments					
My final product or	My final product or	My final product or	My final product or		
performance	performance	performance	performance		
assessment	assessment generally	assessment slightly	assessment		
appropriately	emphasizes content	emphasizes design	emphasizes		
emphasizes content	and higher-order	over content and	organization, structure,		
over organization,	thinking over design	higher-order thinking.	and graphic elements		
structure, and graphic	features of the project.		more than content and		
elements.	[au]-		higher-order thinking.		
Procedures: Student W		The work my students	The work my students		
The work my students	The work my students	The work my students	The work my students		

Composite in the tank of t	complete in this unit is	complete in this unit is	do in this unit has a	complete in this unit
and resembles the kinds of work people do in real life.elements that resemble the kinds of work people do in real life.resemble the kinds of work people do in real life.authentic work in a discipline in any way.My unit takes diverse learners into consideration and provides well-defined and thoughtful accommodations.My unit supports some accommodations to support a diversity of learners.My unit supports some learning styles but does little to support any special needs.My unit does not provide any accommodations to support a diversity of learners.Procedures: Technology IntegrationThe technology in my Unit Plan deepens my students' understanding of important concepts, supports higher-order thinking skills. and develops students' lifelong skills. The technology enhances student learning, increases productivity, and promotes creativelyThe use of technology enhances my Unit Plan by supporting and developing students' imances my Unit Plan by supporting and developing students' creativelyThe use of technology enhances my Unit Plan by supporting and developing students' creativelyMy Unit Plan does not take advantage of research, publishing, collaboration, and communication skills.My Unit Plan does not take advantage of research, publishing, collaboration, and communication skills.				
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Overall Procedures	Overall Precedures			
My Unit Plan has well My Unit Plan has My Unit Plan has My Unit Plan has My Unit Plan lacks		My Unit Plan has	My Unit Plan has	My Unit Plan Jacks
thought-out, detailed instructions and instructions and clarity and is not an				
instructions and procedures that serve procedures, but some effective guide for				
procedures that make as an effective guide areas are unclear, implementation.			•	
the unit easy to for implementation. making implementation			,	
	implement.	· · · · ·	difficult.	