

RUBRIC UNIT PLAN

20 POINTS

ELEMENT	LEVEL 1=0-1 points	LEVEL 2=2-3 points	LEVEL 3= 3-4 points	LEVEL 4 = 4-5 points	TOTAL
Content Standards	Appropriate grade level content standards are missing. There is little to no connection to instructional strategies and student activities.	Content standards are inconsistent with grade level. There is minimal connection to the content standards. Instructional strategies and student activities are weakly enforced.	Content standards are relevant to grade level. Partially connected to instructional strategies and some evidence of reinforcement in student activities.	Content standards are appropriate to grade level and relevant to the lessons being taught. They are clearly listed and purposefully connected to the instructional strategies and reinforced in the student activities.	
Assessment	The assessment is inappropriate, irrelevant, and have little or no connection to the content standards. The assessments are inaccurate to gauge student's progress and to guide instruction.	The assessment provides minimal connections to the curriculum and content standards. The assessments weakly identified and minimally used to gauge student's progress and to guide instruction.	The assessment provides clear and appropriate connections to the curriculum and content standards. There are only 2 identified assessments and are partially used to gauge student's progress and to guide instruction.	The assessment is clear, consistent, and appropriately addresses the content standards. Demonstrates an accurate understanding of assessing student's needs. Pre, formative, and summative assessments are appropriately used to gauge students progress and to guide instruction.	
Instructional strategies & student activities	Instructional strategies and student activities are inaccurate or missing and unconnected to each other and the relevant content standards.	Instructional strategies and student activities are minimal and weakly connected to each other and relevant content standards.	Instructional strategies and student activities are clear and appropriately connected to each other and the relevant content standards	Instructional strategies and student activities are clear, detailed, and appropriately connected to each other and relevant to the content standards.	
Overall understanding and sequence	The plan is disorganized and lacks sequential order. Inappropriate key components of the plan are missing.	The plan has limited organization and sequencing. The key components of the plan are ambiguous and weakly connected for long-range planning, assessment, reflection, and teacher's dilemma.	The plan is clearly organized and in sequential order. All components of the detail plan are appropriate for long-range planning, assessment, reflection, and teacher's dilemma.	The plan is clearly organized and in detailed and sequential order. All components of the detailed plan include long-range planning, assessment plan, reflection, and teachers dilemma	