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 directly target what is desired for students to learn in this specific unit and are broad enough to cover most of the topics within the unit.	My Unit Questions are important questions for the unit. They cover most of the topics within the unit.	My Unit Questions are somewhat important questions for the unit. They only cover some of the topics within the unit.	My Unit Questions are not key questions for the unit. They only cover a few topics within the unit.
Curriculum-Framing Questions: Content Questions			
My Curriculum Questions support and provide understanding for the Essential and Unit Questions and directly address the objectives and Syllabus Guidelines in meaningful ways.	My Curriculum Questions support the Essential and Unit Questions and address the Syllabus Guidelines and objectives.	Some of my Curriculum Questions support the Essential and Unit Questions and address the Syllabus Guidelines and objectives, but some are only tangentially related.	My Curriculum Questions only tangentially relate to the Essential and Unit Questions, Syllabus Guidelines, and objectives.
Assessment Plan			
My assessment plan matches and addresses all of the targeted Syllabus Guidelines and objectives.	My assessment plan matches and addresses most of the targeted Syllabus Guidelines and objectives.	My assessment plan matches and addresses some of the targeted Syllabus Guidelines and objectives.	My assessment plan does not match or address the targeted Syllabus Guidelines and objectives.
Assessment Plan: Formative Assessments			
Both formal and informal and peer- and self-assessments are used throughout my unit.	A variety of formative assessments are used throughout my unit.	A few formative assessments are used in my unit and address some of the assessment purposes.	Assessment in my unit is only done at the end of the unit and/or is only used for grading purposes.
Assessment Plan: Summative Assessments			
My final product or performance assessment appropriately emphasizes content over organization, structure, and graphic elements.	My final product or performance assessment generally emphasizes content and higher-order thinking over design features of the project.	My final product or performance assessment slightly emphasizes design over content and higher-order thinking.	My final product or performance assessment emphasizes organization, structure, and graphic elements more than content and higher-order thinking.
Procedures: Student Work			
The work my students	The work my students	The work my students	The work my students

complete in this unit is authentic, meaningful, and resembles the kinds of work people do in real life.	complete in this unit is meaningful and has elements that resemble the kinds of work people do in real life.	do in this unit has a few elements that resemble the kinds of work people do in real life.	complete in this unit does not resemble authentic work in a discipline in any way.
My unit takes diverse learners into consideration and provides well-defined and thoughtful accommodations.	My unit provides 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 multiple types of learners.
Procedures: Technology Integration			
The 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 creativity.	The technology in my Unit Plan helps my students understand concepts and develop skills. The technology enhances student learning, increases productivity, or promotes creativity.	The technology in my Unit Plan seems to be added without much thought to how it supports and deepens student skills and understanding.	My Unit Plan could be taught more effectively without the current use of technology as it is described in my Unit Plan.
The use of technology enhances my Unit Plan by creatively supporting and developing students' research, publishing, collaboration, and communication skills.	The use of technology enhances my Unit Plan by supporting and developing students' research, publishing, collaboration, and communication skills.	The use of technology in my Unit Plan is limited to supporting students' research, publishing, collaboration, or communication skills.	My Unit Plan does not take advantage of research, publishing, collaboration, or communication capabilities.
Overall Procedures			
My Unit Plan has well thought-out, detailed instructions and procedures that make the unit easy to implement.	My Unit Plan has instructions and procedures that serve as an effective guide for implementation.	My Unit Plan has instructions and procedures, but some areas are unclear, making implementation difficult.	My Unit Plan lacks clarity and is not an effective guide for implementation.