

ORIGINAL UNIT ASSESSMENT RUBRIC

Unit Component	Less than Satisfactory	Good	Exceptional
<i>Overview</i>	Rationale incomplete or non-existent	Clearly explained rationale, meets needs of this classroom	Rationale is appropriate to the needs of this classroom; is detailed, clear, relevant, age-appropriate
<i>Unit Content Goals</i>	Lack of cohesion between daily plans, goals stated primarily at the “knowledge” level of Bloom’s taxonomy	Cohesive and somewhat interrelated daily plans, age and interest appropriate goals, develops higher order thinking skills	Cohesive, logical progression of interrelated plans, includes many domains of learning and works on higher order thinking skills
<i>Resources</i>	Minimal resources, primarily from school IMC	Evidence of some outside resources (AEA, Curr. Lab, internet, curriculum materials)	Extensive teacher & student resources (AEA, Curr. Lab, internet, curriculum materials)
Daily Plans	Less than Satisfactory	Good	Exceptional
<i>Objectives</i>	Incomplete, missing objectives or not written as outcomes or learning goals	Includes 3-5 objectives written as outcomes or learning goals	Includes 3-5 objectives written as measurable or observable goals (see Bloom’s taxonomy -explain, describe, discuss, develop)
<i>Materials</i>	Materials, supplies not identified.	All materials identified in plans	Extensive listing of all materials
<i>Anticipatory Set</i>	Lacks methods/strategies to motivate student interest	Appropriate motivation to capture student interest (optimal not maximum)	Innovative motivational strategies to capture and maintain student interest
<i>Procedures/Organization</i>	No evidence of systematic plans for accomplishing classroom tasks and activities	Some systematic planning for accomplishing tasks and activities	Systematic plans for accomplishing tasks and procedures; strong evidence of proactive management
<i>Input</i>	Primarily teacher-centered with no links to prior learning; little attention to individual needs	Primarily teacher-centered instruction; evidence of attention to individual needs, as appropriate includes modeling and practice	Balance of teacher & student-centered instruction; accommodations to diversity & individual needs; as appropriate includes modeling, practice, and checks for understanding
<i>Closure</i>	Not identified	Time indicated for wrap-up or summary	Time and summary techniques/activities identified
<i>Extensions (centers/bulletin boards)</i>	Minimal displays or activities	A variety, of displays or student-centered activities	Innovative and highly student-centered
<i>Student Assessment</i>	Assumption of learning (little or no attention to assessments)	Some formal or informal assessments tied to lesson objectives	Systematic formal & informal assessment tied to daily objectives & unit goals (check lists, teacher notes, student work)
<i>Self-Evaluation (narrative addressing procedures/management)</i>	No evidence of opportunity for reflective practice	Includes opportunity for reflective practice	Subsequent lessons reflect student’s self evaluations