EDI 636 Rubric: Unit Plan (updated 5/18/15)
by Grand Valley Education Administrator

Unit Plan

Standards

**INTASC-2013.4** Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**INTASC-2013.6** Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacherâs and learnerâs decision making.

**INTASC-2013.8** Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Directions to the Student

Develop a 7-10 lesson unit plan in your subject area based on state curriculum standards. Understanding of the key ideas in your discipline and principles of effective instruction must be evident in the unit plan.

Rubric Instructions

For each row of the rubric, assess on a 0-3 scale by selecting a score from the right-side columns for the element on the left-side of the same row.

PLEASE NOTE: Percentages and Grades

PLEASE NOTE: Percentages and Grades within LiveText should be ignored. When a rubric is completed in LiveText, a percentage may appear within the rubric. This percentage will not be regarded by the College of Education and is no reflection of the Grand Valley student’s grade or performance within the course. It is a result of assigning numeric values to the columns of the rubric. This
numbering generates numeric data for the College of Education to inform us of areas within our courses that we need to improve in the future. Likewise, LiveText provides instructors with a grading tool to grade assignments in LiveText. The College of Education asks faculty not to use this tool, as official grades are currently managed through Banner. Any grade shown in LiveText is non-official and should not be regarded by LiveText users.

Please also remember that an "assessment" is not an end goal, nor is it the same as a course grade. Rather, an assessment is a learning tool that demonstrates students’ ability to meet course expectations and allows the College of Education to look for ways to improve our programs. An assessment is also not a student satisfaction/opinion survey. Instead, it is a direct measure of student learning and development outcomes. Providing students with access to these assessments ensure all College of Education students have the ability to showcase their progress throughout their program(s) and beyond graduation.

## Unit Plan

<table>
<thead>
<tr>
<th></th>
<th>Proficient (3) (3,000 pts)</th>
<th>Developing (2) (2,000 pts)</th>
<th>Unsatisfactory (1) (1,000 pt)</th>
<th>Unacceptable (0) (0.000 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key learning goals in the discipline.</strong> (1,000, 25%) INTASC-2013.4</td>
<td>The unit plan captures key learning goals in the discipline throughout the unit</td>
<td>The unit plan captures key learning goals in the discipline but only in some of the lessons that comprise the unit</td>
<td>The ideas captured by the unit plan are not key ideas in the discipline</td>
<td>Unacceptable</td>
</tr>
<tr>
<td><strong>Engaged learning</strong> (1,000, 25%) INTASC-2013.8</td>
<td>The unit plan correctly incorporates a range of technology tools to access, interpret, evaluate, and apply information that will engage student learning</td>
<td>The unit plan incorporates technology tools to access, interpret, evaluate, and apply information that will engage student learning</td>
<td>The unit plan does not connect technology tools to engaged student learning</td>
<td>Unacceptable</td>
</tr>
<tr>
<td><strong>Models and representations of concepts and skills</strong> (1,000, 25%) INTASC-2013.8</td>
<td>Correctly developed multiple models and representations of concepts and skills are evident and will allow learners to demonstrate their knowledge through a variety of products and performances</td>
<td>Multiple Models and representations are evident and some will allow learners to demonstrate their knowledge through a variety of products and performances</td>
<td>Models and representations will not allow learners to demonstrate their knowledge through a variety of products and performances</td>
<td>Unacceptable</td>
</tr>
<tr>
<td><strong>Assessment</strong> (1,000, 25%) INTASC-2013.6</td>
<td>The unit plan demonstrates balanced use of formative and summative assessment as</td>
<td>The unit plan contains formative and summative assessment to support, verify, and document student learning</td>
<td>Assessment in the unit plan does not support, verify, and document student learning</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>appropriate to support, verify, and document learning</td>
<td>learning</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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