

## Austin Peay State University Instructional Unit Plan Rubric

Candidate Name: \_\_\_\_\_ ID # \_\_\_\_\_ Title of Unit: \_\_\_\_\_

Date: \_\_\_\_\_ Intended Grade Level(s): \_\_\_\_\_ Course: \_\_\_\_\_ Instructor \_\_\_\_\_

Elements	No Evidence (Level 0)	Unacceptable (Level 1)	Acceptable (Level 2)	Exemplary (Level 3)
<p style="text-align: center;"><b>Unit Title and Grade Level</b></p> <ul style="list-style-type: none"> <li>• Statement of topic or theme</li> <li>• General description of unit and prerequisites required</li> <li>• Classroom context</li> <li>• Description of student demographics</li> <li>• Time allotted to the unit</li> </ul>	No evidence provided	The candidate articulates little <b>knowledge</b> of the fundamental premises of the unit and does not fully establish the context in which it will be taught.	The candidate articulates some <b>knowledge</b> of the fundamental premises of the unit and succinctly describes the purpose of the unit and the context in which it will be taught.	The candidate <b>effectively</b> articulates a comprehensive <b>knowledge</b> of the fundamental premises of the unit and succinctly describes the purpose of the unit as well as the context in which it will be taught.
<p style="text-align: center;"><b>State Standards</b></p>	No evidence provided	One or more standards are not connected to the unit and/or curriculum sequence is omitted.	Candidate connects unit to state standards and curriculum sequence.	
<p style="text-align: center;"><b>Goals/ Objectives</b></p> <ul style="list-style-type: none"> <li>• General goals for the unit</li> <li>• Tennessee Content Goals</li> <li>• Objectives stated in measureable terms for each lesson</li> <li>• Objectives are linked to assessments</li> <li>• May include cognitive, affective, and psychomotor domains</li> </ul>	No evidence provided	Goals/objectives are aligned to the standards and the assessments. The candidate demonstrates some <b>knowledge</b> of the fundamental content of the unit by creating goals/objectives for learning outcomes of the unit. The candidate links	Goals/objectives are aligned to the standards and the assessments. The candidate demonstrates adequate <b>knowledge</b> of the fundamental content of the unit by creating age and grade level appropriate goals /objectives for learning outcomes of the unit. The candidate generates <b>effective</b> measureable objectives for each lesson in the unit. Candidates	Goals/objectives are aligned to the standards and the assessments. The candidate clearly demonstrates extensive <b>knowledge</b> of the fundamental content of the unit by creating age and grade level appropriate goals/objectives for learning outcomes of the unit. The candidate <b>effectively</b> links these goals /objectives to

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		these primary goals to some content area goals/objectives. More than two errors are made in connecting goals/objectives to standards or assessment. The candidate generates measurable objectives for each lesson in the unit but fails to correlate those objectives to the standards and assessments.	effectively correlate assessment and standards to Taxonomy (such as Bloom's). Two learning domains (cognitive, affective, and psychomotor) are directly linked to the goals/objectives	appropriate content. The candidate generates effective age and grade appropriate goals/objectives for each lesson in the unit, correlates those goals/ objectives to the standards and assessments. Candidates effectively correlate assessment and standards to Taxonomy (such as Bloom's). All three learning domains (cognitive, affective, and psychomotor) are directly linked to the goals/objectives.
<p><b>Prerequisite Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>Specific knowledge and skills</li> </ul>	No evidence provided	Prerequisite skills and concepts not clearly identified and/or incorrect for lesson objective. Method for assessing prerequisite knowledge is absent.	Most prerequisite skills and concepts are clearly articulated but some important skills may have been missed. Method for assessing prerequisite knowledge is unclear.	Prerequisite skills and concepts (if applicable) are clearly articulated, complete and are correct for the stated unit. Method for assessing prerequisite knowledge is listed.
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Include both formative and summative assessment methods for the unit</li> <li>Include pre/post assessment</li> </ul>	No evidence provided	The candidate demonstrates limited <b>knowledge of effective</b> assessment by using few or inappropriate assessment methods that do not correlate to goals/objectives or assessments no related to goals/objectives.	The candidate demonstrates adequate <b>knowledge of effective</b> assessment by using mostly appropriate assessment methods correlated to the goals/objectives.	The candidate demonstrates excellent <b>knowledge of effective</b> assessment by using appropriate multiple assessment methods correlated to the goals/objectives.
<p><b>Scope and Sequence Chart</b></p> <ul style="list-style-type: none"> <li>Structure and sequence of the lesson</li> <li>Sequential topical outline</li> </ul>	No evidence provided	Scope and sequence is related to teacher activities or lacks logic.	Scope and sequence chart is related to student outcomes.	Scope and sequence chart is highly organized and detailed and related to student outcomes.

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<p align="center"><b>Unit Lesson</b></p> <ul style="list-style-type: none"> <li>• Include daily lesson plans.</li> </ul>	No evidence provided	The candidate demonstrates limited knowledge of planning by providing minimal plans.	The candidate demonstrates knowledge of planning by providing adequate daily lesson plans	
<p align="center"><b>Resources, Materials and Technology</b></p> <ul style="list-style-type: none"> <li>• List all technology, print, visual, and human resources</li> <li>• Use standard bibliographic form</li> <li>• Include resources used for background information</li> <li>• Include information on obtaining materials and resources</li> </ul>	No evidence provided	The candidate provides minimal evidences of technology, print, visual, and human resources used in developing the unit. A limited materials list is provided	Using standard bibliographic form, the candidate provides adequate <b>knowledge</b> of age-appropriate resources by providing evidences of technology, print, visual, and human resources used in developing the unit. A materials list is provided <b>reflecting</b> a variety of materials utilized for the unit.	Using standard bibliographic form, the candidate demonstrates <b>knowledge</b> of age-appropriate resources by providing evidences of <u>all</u> print, technology, visual, and human resources used in developing the unit. A comprehensive materials list is provided for the unit <b>reflecting</b> a variety of materials <b>effectively</b> utilized based on the <u>diverse</u> needs of students.
<p align="center"><b>Unit Reflection and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Critically analyze the unit as a whole in terms of design and impact on student learning</li> <li>• Include student evaluations of the unit, as appropriate</li> <li>• Evaluate the effectiveness of technology integration in the unit</li> <li>• Summarize what you've learned from teaching the unit</li> <li>• Include ideas for future modification</li> </ul>	No evidence provided	The candidate demonstrates limited ability to be a <b>reflective</b> practitioner by minimally responding to overall effectiveness of the unit and candidate's impact on student learning through the planning and implementation of the unit. Candidates fail to respond to how the data informed changes to their unit in the future.	The candidate demonstrates the ability to be a <b>reflective</b> practitioner by adequately responding to overall effectiveness of the unit and candidate's impact on student learning through the planning and implementation of the unit. Candidate adequately responds to description and analysis of the data as it affects the unit/lesson plans for the future.	The candidate demonstrates the ability to be a <b>reflective</b> practitioner by fully and thoughtfully responding to overall effectiveness of the unit (both strengths and weaknesses associated with the unit) and candidate's impact on student learning through the planning and implementation of the unit. Candidate describes the data used to support their analysis. Candidates include in their analysis changes in unit/lesson plans for the future based upon the data; how the delivery of instruction differ from the plans; and how the unit met the instructional needs of all students.
<p align="center"><b>Standard Writing Conventions</b></p> <ul style="list-style-type: none"> <li>• Demonstrate mastery of standard writing conventions.</li> </ul>		The unit reflects a lack of <b>knowledge</b> of standard writing conventions by containing numerous errors. These errors detract from the overall readability and professional quality.	The unit reflects <b>knowledge</b> of standard writing conventions by containing only a few errors. These errors do not detract from the overall readability and professional quality.	The unit reflects <b>knowledge</b> and mastery of professional writing conventions.

