

(A)

Unit Plan Rubric—Fall 2008

	Enduring Understandings (Learning Targets)	Assessment	Instructional Design	Inclusive Orientation
Exceeds Criteria	See meets criteria below. In addition, enduring understandings have lasting value, within and beyond the subject.	See meets criteria below. In addition, assessments are framed as learning opportunities and/or employ multiple modes (e.g., self, peer, teacher).	See meets criteria below. In addition, activities are exceptionally coherent, moving seamlessly from one to another. Design effectively scaffolds student engagement, knowledge, skill, and thinking.	See meets criteria below. In addition, uses community and/or cultural context in integrated and inventive ways to address a range of learning needs.
Meets Criteria	Enduring understandings are central to the theme or subject, aligned with learning targets and curriculum standards and reflect both content knowledge and learning processes appropriate to student needs.	Assessment is congruent with instruction, increasingly complex, and leads to demonstrations of understanding of learning targets. At least two forms of assessment are employed. Student response for one assessment is modeled.	Learning activities are connected to unit questions and learning targets. Attention is paid to student engagement and scaffolding student thinking using a variety of modes and representations.	Includes at least one strategy which accounts for community and/or cultural contexts. Includes an explicit adjustment(s) to the unique characteristics or learning needs of at least one student.
Needs Improvement	Enduring understandings are peripheral to the theme or subject, or they are not aligned with learning targets and curriculum standards. Enduring understandings fail to reflect content knowledge and/or learning processes appropriate to student needs.	Assessments employ a single approach or is not aligned with learning targets.	Unit questions and learning activities are present but do not fully serve learning targets and are limited in modes or representations. Student engagement is assumed or unaddressed.	Strategies narrowly address community and/or cultural contexts. Adjustments are limited or non-existent.