

## Unit Plan Grading

### \_\_\_\_\_ / 60      **Unit Objectives/Standards/Assessments**

- Objectives show thoughtful and appropriate goals specific to content and age level; are appropriate in scope and focus for the unit level
- Objectives and assessments correlate accurately and thoughtfully with the state/common core
- Assessments are appropriate for the objectives listed, provide meaningful opportunities for students to demonstrate learning, and show solid understanding of principles of effective assessment
- Objectives address multiple domains (affective, skill, and cognitive) and encompass skill work in reading and writing and language development
- Objectives and assessments provide coherence to the whole plan, making activities meaningful and purposeful
- The entire section is connected to the essential question or overarching concept for the unit in a meaningful way

### \_\_\_\_\_ / 60      **Culminating Assessment Description**

- The final assessment provides a clear measure of how well students have met the unit objectives
- The assessment itself effectively provides students with a chance to develop and express new learning as a result of the skills/knowledge developed during the unit
- Description is detailed—the audience for the piece is clearly students or parents and they would find the document helpful
- Expectations for quality, content, and form of final product are clear
- Offers helpful advice, directions, or a suggested path for progress to complete the final product

### \_\_\_\_\_ / 40      **Final Assessment Grading Sheet/Rubric**

- Criteria for grading are detailed, provide important information about how the final product will be graded
- Provides instructional support by describing strong performance in the criteria; descriptions are detailed and helpful
- Describes how quality will be measured rather than focusing solely on completion or form
- Categories and weights are appropriate

### \_\_\_\_\_ / 60      **Unit Rationale**

- Defends effectively the choice of text(s) to be studied and choice of essential question
- Makes a good case for the unit objectives, detailing why these objectives are important or relevant
- Explains why the culminating assessment is a good fit for the objectives, central text(s) of the unit, and essential question
- In defending these choice, the rationale appropriately and effectively connects to student developmental needs, social needs, and other areas

### \_\_\_\_\_ / 50      **Text Set**

- The set shows variety and addresses multiple modes (i.e., it's not heavy on novels or another genre but instead shows an effort at variety)
- Annotations for each text describe how the text would be connected to the larger essential question, final assessment, central text, or the objectives of the unit
- The set gives the impression that it's been thoughtfully created, not simply thrown together

### \_\_\_\_\_ / 30      **Overall Quality**

- Unit plan provides a coherent overall learning plan linking goals, essential question, texts, and assessments
- Writing, language, presentation, and materials all show professional quality

### \_\_\_\_\_ / 300      **Total Points Earned**