CI 513 Unit Scoring Guide

Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Unit Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Rating  Indicator | Unsatisfactory | Emerging | Proficient |
| Concept Map Shows Aligned CFQs, Stand-ards,Topics | Concept map is missing or is not clearly linked to the Essential and Unit Questions, Curriculum Standards and lesson topics | Concept map linkages between Essential and Unit questions, Curriculum Standards and lesson topics needs some clarification | Concept map clearly communicates Essential Question, Unit questions, Curriculum Standards and lesson topics |
| Alignment of CFQs with Learning Goals & Objectives | Few lessons have clear learning objectives. Few lessons, learning activities are explicitly linked to CFQ’s, unit goals, & standards | Most lessons have clearly articulated objectives and are linked to, CFQ’s, unit goals and curriculum standards | All lessons have clearly articulated objectives and are explicitly linked to CFQs, unit goals and curriculum standards. |
| Lesson Plan Components | Lessons are poorly developed and many of the components are missing | Lessons are complete, but some procedures may be unclear, or lessons are missing some components | Lessons are well developed and include specific procedures, teacher created materials, detailed activities, assessment--show what the teacher and students are doing |
| Teaching Procedures | The lessons within the unit are not logically organized.  There is little variety of instructional strategies | Lessons have some logical organization with some variety in activities and resources, though not extensive. | Lessons are logically organized Variety of activities, assignments, and/or resources make a clear contribution to learning. |
| Higher order thinking | No evidence of higher order thinking. Students do not compare, contrast, predict, or make hypotheses, set goals, or reflect on learning | There is some evidence that students are engaged in higher order thinking and constructing knowledge and understanding | Students organize information, hypothesize, consider alternatives, set goals, plan strategies, experiment, evaluate and/or reflect on learning |
| Disciplinary knowledge & skills | Emphasis is on coverage rather than indepth understanding. Students do not use tools or processes of discipline | Students are beginning to use tools/processes of subject matter. Some topics studied in depth | Students use tools and processes of the subject area. Lessons focus on in depth understanding of core content |
| Oral/written communication | Students do not participate in class discussions. Students do not work collaboratively. Little or no original writing | Class discussions are teacher led. Some group work. Few substantive or reflective writing assignments | Students work collaboratively, develop multiple perspectives, engage in substantive oral & written communication or performance |
| Connection to real world | No connection to real world problems or students’ lives | Some connection of subject or activities to real world problems and/or students’ lives | Students work on real world tasks, problem solve, share with audience |
| Assessments | Minimal assessment of content or skills and little relation to EQ. Students do not construct or organize information. Superficial selected response | Some assessments relate to the EQ and require higher order thinking and use of content and skills. Information is organized with some written, oral communication or performance. | Assessment requires in-depth knowledge, application of skills, higher order thinking, related to EQ. Information is clearly organized and communicated to audience |
|  | Directions & scoring criteria may be poorly written and/or unclear. | Directions, procedures, and scoring criteria are clear | Directions are clearly written with specific scoring criteria Rubrics are used appropriately. |
| Use of Technology | Technology is inappropriately used OR not used. | Teacher uses technology to support instruction & learning | Students use technology to collaborate and/or communicate |
| Attention to Literacy | The unit does not address literacy or only in a very indirect way. Lessons include no explicit teaching of literacy skills. | The unit includes literacy skills appropriate to students’ needs or attempts to integrate literacy with content |  |
| Class Context Accommodati | Minimal student class context and/or minimal accommodations | Specific strategies detailed in lessons based on class context |  |