

Search Conditions

Rubric Name:	Unit Plan Rubric
Report Title	Unit Summary
Date Range	07/17/2005 to 08/12/2006
User Group	All

Results

Rubrics	184 rubrics matched search criteria.
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	Indicators Do Not Meet Standards	Indicators Partially Meet Standards	Indicators Meet Standards	Indicators Exceed Standard
<p>Goals and Outcomes: Alignment/Appropriateness IA.1, IA.2, 1A.3, IB.1, IB.2, IC.1, IC.2 Knowledge of curriculum, standards, and high-stakes testing in selecting learning outcomes. Use of student data (e.g., interest, achievement, and learning) to develop learning outcomes at appropriate level of priority, challenge or rigor.</p>	0	0	53	130
<p>Teaching Strategies and Learning Experiences: Alignment/Appropriateness/Relevance 1B.1, 1B.2, 1B.3,1C.2, IIA.1, IIB.4, IB6, IB.7, IC2 Link with learning outcomes; selection, sequence, and structure of lessons designed to achieve learning outcomes. Relevant and meaningful; includes connections to students' experiences, lives, and future career pathways; emphasis on promoting student motivation or ownership of learning.</p>	5	6	54	119

Teaching Strategies and Learning Experiences: Varied and Research-based IB.3, IC.2, IIA.4, IIB.1, IIB.2 Variety of research-based strategies selected based on knowledge of student abilities, interests, learning style; incorporates strategies to develop students' thinking processes and abilities to succeed academically.	2	7	76	99
Teaching Strategies and Learning Experiences: Adaptations/Accommodations IB.2, IIB.4 Differentiated strategies included to address students' varied needs and abilities based on student performance data	0	21	81	72
Teaching Strategies and Learning Experiences: Integration 1B.5, IIA.1, IIA.5 Interdisciplinary connections identified; linked to prior learning.	3	7	55	119
Resources, Materials, and Media: Variety & Use IB.6 Materials, technology, and community resources.	0	10	63	111
Assessment Strategies: Alignment IB.4, IC.1, IC.2, IIIA.1 Alignment with learner outcomes and priority performance indicators; use of student data to develop appropriate types of assessments.	3	19	67	95
Assessment Strategies: Ongoing / Multiple measures IB.4, IIA.2, IIIA.2 Opportunities for students to demonstrate what they have learned; ongoing throughout the unit; varied types of research-based assessments including opportunities to practice on formats similar to those of high-stakes tests; and opportunities to receive feedback to improve performance.	3	12	103	66

Assessment Strategies: Adaptations/Accommodations IC.3 Designs assessments to accommodate diverse student needs and abilities based on a variety of data sources such as IEP, TCAP scores, and prior classroom performance.	1	21	94	68
Assessment Strategies: Assessment Data to Improve Student Performance IIIA.2 Data used to inform students, guide future planning, and promote student self-assessment, ownership of learning, and goal setting.	11	20	86	67
Assessment Strategies: Documentation of Ability to Impact Student Learning Use of student achievement data to promote teacher analysis of individual or group progress toward learning outcomes; reflective practice promotes teacher ownership and responsibility for achievement results.	5	14	83	82
Communication: Communication VI.2 Communicates subject matter clearly and correctly, verbally and written, in a style easily understood by stakeholders in the education community.	0	2	48	134