

MODULE 2 : STANDARDS 7 & 6

Case Study: Unit Plan (Standards and Assessment) Rubric (200 pts)

Outline an unit plan with 5 lesson plans to teach to your Case Study

<i>Standard/Criteria</i>	Exceeds Proficiency (4)	Meets Proficiency (3)	Developing Proficiency (2)	Below Proficiency (1)	Score
<p>SECTION #1:</p> <p>Standards & Objectives (100 pts)</p> <p>CANDIDATE CHOOSES AND ORGANIZES CTE STANDARDS/ OBJECTIVES INTO A MEANINGFUL UNIT/LESSON PLAN (7.1, 7.2, 5.1)</p>	<p>Your unit/lesson plan...</p> <ul style="list-style-type: none"> <input type="checkbox"/> includes CTE and state standards appropriate to unit/lesson plan (5.1) <input type="checkbox"/> includes clear and measurable learning objectives appropriate to each standard (7.1) <input type="checkbox"/> organizes standards/ objectives in a logical scope & sequence with at least 5 lessons (7.2) 	<p>Your unit/lesson plan...</p> <ul style="list-style-type: none"> <input type="checkbox"/> includes CTE and state standards mostly appropriate to unit/lesson plan (5.1) <input type="checkbox"/> includes most clear and measurable learning objectives appropriate to each standard (7.1) <input type="checkbox"/> organizes standards/ objectives in mostly logical scope & sequence with at least 5 lessons (7.2) 	<p>Your unit/lesson plan...</p> <ul style="list-style-type: none"> <input type="checkbox"/> includes CTE and state standards somewhat appropriate to unit/lesson plan (5.1) <input type="checkbox"/> includes some clear and measurable learning objectives appropriate to each standard (7.1) <input type="checkbox"/> organizes standards/ objectives in somewhat logical scope & sequence with at least 5 lessons (7.2) 	<p>Your unit/lesson plan...</p> <ul style="list-style-type: none"> <input type="checkbox"/> does not include CTE and state standards appropriate to unit/lesson plan (5.1) <input type="checkbox"/> does not includes clear and measurable learning objectives appropriate to each standard (7.1) <input type="checkbox"/> does not organize standards/ objectives in a logical scope & sequence with at least 5 lessons (7.2) 	
<p>CANDIDATE USES STUDENT BACKGROUND AND PERFORMANCE TO INFORM AND ADJUST PLANNING (7.5, 7.9)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> includes an appropriate and in-depth rationale on how students' interest, development, background and prior performance/knowledge informed unit/lesson plan design. (7.5, 7.9) 	<ul style="list-style-type: none"> <input type="checkbox"/> includes an appropriate and mostly in-depth rationale on how students' interest, development, background, and prior performance/knowledge informed unit/lesson plan design. 	<ul style="list-style-type: none"> <input type="checkbox"/> includes an appropriate and somewhat in-depth rationale on how students' interest, development, background, and prior performance/knowledge informed unit/lesson plan design. 	<ul style="list-style-type: none"> <input type="checkbox"/> does not include an appropriate and in-depth rationale on how students' interest, development, background, and prior performance/knowledge informed unit/lesson plan design. 	
<p>CANDIDATE COLLABORATES WITH COLLEAGUES AND FAMILIES TO INFORM AND ADJUST PLANNING (6.3, 7.10, 1.1b)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> includes an appropriate and in-depth rationale on how colleagues and families informed unit/lesson plan design (6.3, 7.10, 1.1b) 	<ul style="list-style-type: none"> <input type="checkbox"/> includes an appropriate and mostly in-depth rationale on how colleagues and families informed unit/lesson plan design 	<ul style="list-style-type: none"> <input type="checkbox"/> includes an appropriate and somewhat in-depth rationale on how colleagues and families informed unit/lesson plan design 	<ul style="list-style-type: none"> <input type="checkbox"/> does not include an appropriate and in-depth rationale on how colleagues and families informed unit/lesson plan design 	
TOTAL					

<i>Standard/Criteria</i>	Exceeds Proficiency (4)	Meets Proficiency (3)	Developing Proficiency (2)	Below Proficiency (1)	Score
<p>SECTION #2:</p> <p>Assessments (100 pts)</p> <p>CANDIDATE USES A VARIETY OF VALID FORMATIVE ASSESSMENTS (6.1, 6.6)</p> <p>Candidate <u>designs</u> a variety of valid formative assessments.</p>	<p>Your unit/lesson plan...</p> <p><input type="checkbox"/> has appropriate and valid formative assessments that “match” or measure each learning objective’s action verb</p>	<p>Your unit/lesson plan...</p> <p><input type="checkbox"/> has mostly appropriate and valid formative assessments that “match” or measure each learning objective’s action verb</p>	<p>Your unit/lesson plan...</p> <p><input type="checkbox"/> has some appropriate and valid formative assessments that “match” or measure each learning objective’s action verb</p>	<p>Your unit/lesson plan...</p> <p><input type="checkbox"/> has no appropriate and valid formative assessments that “match” or measure each learning objective’s action verb</p>	
<p>CANDIDATE GIVES LEARNERS MULTIPLE PRACTICE ASSESSMENTS (6.7)</p>	<p><input type="checkbox"/> includes formative assessments for each lesson plan</p>	<p><input type="checkbox"/> includes formative assessments for most lesson plans</p>	<p><input type="checkbox"/> includes formative assessments for some lesson plans</p>	<p><input type="checkbox"/> does not include or only includes one assessment for lesson plans.</p>	
<p>CANDIDATE PROVIDES MODELS AND CRITERIA FOR ASSESSMENTS (6.4)</p> <p>Candidate <u>provides</u> clear models and criteria for assessments (6.4)</p>	<p><input type="checkbox"/> provides each actual assessment (attach to lesson if appropriate)</p> <p><input type="checkbox"/> provides scoring tools for each assessment with grading criteria</p>	<p><input type="checkbox"/> provides most actual assessment (attach to lesson if appropriate)</p> <p><input type="checkbox"/> provides most scoring tools for each assessment with grading criteria</p>	<p><input type="checkbox"/> provides some actual assessment (attach to lesson if appropriate)</p> <p><input type="checkbox"/> provides some scoring tools for each assessment with grading criteria</p>	<p><input type="checkbox"/> provides no actual assessments</p> <p><input type="checkbox"/> provides no scoring tools for each assessment with grading criteria</p>	
TOTAL					