



MEDAILLE COLLEGE

SCHOOL OF EDUCATION

UNIT PLAN RUBRIC

Student's Name: _____

Date submitted: _____

Evaluator's Name: _____

Date graded: _____

Place a mark on the rating that best reflects the student's performance for each of the sections.

Section	4 Mastery	3 Competent	2 Novice	1 Unacceptable
Cover, Title page & Table of Contents (TOC)	Exceptional presentation. Includes all data with appropriate graphics that are symbolically appropriate and displays creativity; All elements of the TOC are included with all chapter headings, subheadings, sub-subheadings and appendices listed, and accurate	Complete & accurate. Includes all data with appropriate graphics. Most elements of the TOC are included and are included accurately	Some data are present but some are incomplete or inaccurate. Some elements of the TOC are present, may be incomplete, inaccurate or confusing	Few data are present for the Cover, Title Page or TOC but they are incomplete or inaccurate;
I. Significance statement	All information present and demonstrates a clear understanding; introduction, rationale, scholarship, theories, best practices, technologies, & relevant standards integrated	Complete, accurate and informative; may be lacking detail or elaboration	Mostly complete and accurate	Most data are missing, data that are present are inaccurate
II. Objectives/ Expectations	Relevant & focused on the unit, comprehensive and related to standard(s) and assessment	Well written, complete, relevant to the unit, & instructionally sound	Some are well written, some have all components, some are relevant & instructionally sound but some are inaccurate	Few are well written, few have all components, few are relevant, & instructionally sound
III. Anticipatory Set/ Motivation Page	Exceptional and comprehensive description; identifies relevant methods with explanations, lists activities, materials & technology to engage learners	Complete and accurate. States ways of engaging students, activating prior experiences	Mostly complete and accurate; mentions techniques and intentions; simple, underdeveloped.	Little effort made to activate prior learning; simplistic and/or underdeveloped; limited engagement of the student
IV. Lesson Plan	SEE LESSON PLAN RUBRICS. COMPLETE ONE LESSON PLAN RUBRIC FOR EACH LESSON PLAN.			
V. Evaluation	Explanations of methods, includes rubric & criteria of assessment; uses multiple methods & includes actual tools relevant to objectives	Clearly states methods and techniques; connected to objectives	Mentions intentions of assessing students learning, more specifics needed	Missing, incomplete
VI. References (APA-6)	Exceptional list of relevant sources. Correct format, spacing, organized, easy to follow, correct use of APA-6.	Appropriate, complete and relevant list of sources; accurate use of APA format some errors in format or APA-6 (2-3 errors).	Partially complete list of sources; some accuracy issues/ format discrepancies with spacing, organization or in APA-6 (3-5 or the same error repeated).	Most data missing, data present are inaccurate. Significant format or APA-6 errors (more than 5).
VII. Reflection Statement	Thoughtful and insightful, makes connections for personal growth and scholarship; includes suggestions for improvement	Complete, identifies major positive aspects and drawbacks	Somewhat accurate, captures several points of value & areas in need of improvement	Little accuracy, captures a few points of value & areas in need of improvement
VIII. Appendix	Exceptional representation of all materials used; varied, relevant & resourceful	Complete and accurate; includes samples of materials	Included, mostly accurate and complete	Missing, incomplete
Writing Style	<ul style="list-style-type: none"> ○ Demonstrates skillful sentence fluency (varies length, good flow, rhythm, & varied structure), organized and exhibits skillful use of precise & commanding vocabulary ○ Free of grammatical, spelling and mechanical errors 	<ul style="list-style-type: none"> ○ Demonstrates reasonable sentence fluency; adequate use of vocabulary that is precise and purposeful. ○ Few errors in grammar, spelling or conventions; 1-2 	<ul style="list-style-type: none"> ○ Exhibits weak sentence fluency, organization and minimal use of descriptive vocabulary ○ Frequent errors in grammar, spelling and/or punctuation; 3-5 	<ul style="list-style-type: none"> ○ Lacks sentence fluency, organization and use of descriptive vocabulary ○ Paper needs proof reading, many errors; 5+
Comments: See attached/or back of this document.				

Note:

Rating	Qualitative Label	Description of Performance Criteria
4	Mastery:	The student demonstrates a deep understanding of instructional planning and connects it to child development. There is great detail in the information provided where the student has integrated information and formed connections among the component parts.
3	Competent:	The student demonstrates a solid understanding of instructional planning concept(s) and item(s). All information and items are present; the lesson as planned can be, or is carried out with success. Review of the document reveals that it lacks some detail, specificity and/or the student has not fully integrated parts.
2	Novice:	The student displays emerging skills and generally understands of instructional planning concept(s) and item(s); the unit plan reveals several gaps in the basic information which may make the reading the document challenging or the plan difficult to implement in a classroom. Assistance of clarification or reminders is needed to support the student.
1	Unacceptable:	The student does not understand instructional planning concept(s) and item(s). and has omitted an element(s) limiting the informative nature of the unit plan. Considerable assistance is needed to support the student.