

STUDENT: _____ UNIT TITLE: _____

Unit includes a description of students for whom this unit is designed and appropriate accommodations.

(0-1)	(2-3)	(4)
No student description and/or no accommodations	Student description and general accommodations; No specific strategies listed	Detailed student description & appropriate accommodations & specific Strategies

Unit includes a concept map which identifies the essential question and major concepts

(0)	(1)	(2)
Concept map is missing or unclear	Concept map needs Some clarification	Concept map clearly communicates EQ & major concepts

Lessons within the unit are well developed and clearly lay out objectives, implementation plans, (procedures and materials), activities, and assessment.

(2)	(4)	(6)
Many of the criteria are missing	Some elements are missing or need more detail	All criteria are fully present.

The relationship of essential question, curriculum standards, and unit goals and objectives is clear in this unit

(1)	(2)	(3)
Relationship of essential question, standards, unit goals, objectives is unclear	Relationship of essential question, standards, unit goals, objectives needs clarification	Explicit and connected relationship of essential question, standards, unit goals, objectives

Lessons within the unit demonstrate authentic instruction:Construction of Knowledge (higher order thinking)

(0)	(1-2)	(3)
No evidence of higher order thinking. Students do not compare/contrast/predict/make hypotheses, set goals, plan, evaluate, or reflect on learning	There is some evidence that students are engaged in higher order thinking and constructing knowledge and understanding that is new for them	Students organize information, hypothesize, consider alternatives, set goals, plan strategies, experiment, evaluate and reflect on learning

Disciplined Inquiry (deep knowledge and disciplinary process)

(0)	(1-2)	(3)
Emphasis is on coverage rather than in-depth understanding. Students do not use tools or processes of the discipline	Students are beginning to use tools and processes of subject matter. Some topics are studied in depth	Students use tools and processes of subject matter and lessons focus on in-depth understanding of core content

Substantive oral and /or written discourse

(0)	(1-2)	(3)
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

Value beyond School (connections to world)

(0) No connection of subject to real world problems or students' lives	(1) Some connection of the subject matter to real world.	(2) Students work on real world tasks, problem solve, share w/audience
---	---	--

One of the lessons effectively incorporates technology

(0) No evidence	(1) Teacher uses technology to enhance instruction	(2) Students use technology as a tool for learning
--------------------	---	---

Unit includes an authentic assessment:

(0) Minimal assessment of content or skills. Students do not construct or organize information. Superficial selected response	(2-3) Assessment requires use of content and skills. Information is organized with some written or oral communication.	(4) Assessment requires in-depth knowledge and application of skills. Information is clearly organized with substantial written or oral communication
--	---	--

Assessment includes a scoring rubric that includes expectations for content and performance with sufficient detail to differentiate levels of student skill/knowledge

(0) No scoring rubric	(1) Criteria need specificity. Levels of performance need clarification.	(2) Specific criteria are closely connected to the assessment and performance levels are clear
--------------------------	---	---

Unit Bibliography

(0) No evidence	(1) 3-5 references No internet URL	(2) 6 references including 1 Internet URL
--------------------	--	---