

Campbellsville University Educator Preparation Program
Assessment Coversheet
Standard 1
Unit Document and Rubric

The unit document and rubric are utilized in all undergraduate courses that require a unit and modified for IECE courses. Arts and science faculty teaching methods courses are also encouraged to use the unit document and rubric with the candidates. Although specific data was not collected or analyzed for the unit document and rubric, they are primary elements of portfolios.

Both diversity and technology are addressed in unit documents. Candidates address diversity by describing the context of classrooms in which they teach. Additionally, they address diversity by describing how formative and summative assessments and lesson procedures are differentiated based on the context described. Technology is addressed within resources.

The unit document was based adopted from the *How to Develop a Standards-Based Unit of Study* document provided by the Kentucky Department of Education. The unit document and rubric were designed by EPP undergraduate faculty and vetted by P-12 partners. Both EPP faculty and P-12 partners additionally conducted Lawshe's content validity testing in spring 2018. The CVI for the lesson plan was .63 (n=24). Most indicators scored above the minimum CVR of .42. Technology, whole class data analysis, and differentiated data analysis scored below the minimum. However, the EPP faculty chose to keep these indicators because differentiation is a critical skill for candidates that we have documented in our improvement plan.

The unit document and rubric were aligned to KTPS/InTASC standards. During the 2017-2018 academic year, the unit document and rubric were piloted in all undergraduate courses. In May 2018, based on EPP experience during the pilot and Lawshe results, the EPP adopted the unit document and rubric without modification.

The unit document and rubric allow candidates to score ineffective, developing, accomplished, or exemplary, modeled after the Kentucky Teacher Internship Program (KTIP). Candidates are expected to primarily perform at the accomplished level and occasionally fall in the developing or exemplary categories. Because the unit document and rubric are primarily formative documents, the EPP does not require a minimum score. Frequently, candidates are provided with actionable, detailed feedback on the rubric and given the opportunity to rewrite necessary elements of units.

A benefit of the unit rubric is consistency in the messages EPP faculty share with students. Regardless of the course, the rubric provides clear expectations of performance. Unit planning is a pre-professional development workshop that first year candidates are encouraged to attend. The workshop is offered several times each semester. During this workshop, candidates learn steps and strategies for writing a quality units. Additionally, aspects of the unit are discussed and developed in all education courses.

As the unit document and rubric were developed, inter-rater reliability was established as all faculty members collaborated to determine the levels of performance by evaluating examples. When new faculty join the undergraduate program, they attend unit pre-professional development workshops with candidates to learn about the unit documents. Inter-rater reliability is further established when all professors score the same CAP 3 portfolio because unit documents are primary pieces of evidence. Inter-rater reliability was established in spring 2017 and fall 2017. In spring 2017, two EPP faculty members scored the same portfolio. Analysis indicated that all partnerships were in agreement at least 95% of the time. In fall 2017, the same process was used and all partnerships were in agreement at least 95% of the time.

Unit samples can be evidenced within portfolio examples.

Unit

Writing a quality unit is a three-step process. In Step One, consider the outcomes for the unit. In Step Two, plan how to assess these results. In Step Three, plan how to teach and how students will learn to attain these desired results. If you teach the unit, the fourth step, data analysis, and the fifth step, reflection, occur.

Candidate:		CU Course:
Unit Title:		Grade/Subject Area:
School:		District:
# of Students:	#IEP:	#Gifted:
SES/Title I:		
Cooperating Teacher:		

Step One: Outcomes

A quality unit includes clear outcomes based on a rationale. Determine the Kentucky Academic Standards (KAS) that will be the focus of your unit, then determine unit objectives. Next, develop essential questions based on the big ideas of the unit. Classify outcomes into knowledge, reasoning, skills, and products. Finally, consider the unique needs of the students you will be teaching.

Rationale (KTPS/InTASC 2C, 2D, 5D): Answer the following questions: <ul style="list-style-type: none"> • Why was this unit topic selected? • What real-life applications can students make throughout the unit? • How can you engage students by connecting learning to prior knowledge, skills, experiences, backgrounds, and/or interests? • In what ways are you addressing College and Career Readiness objectives and 21st century skills in this unit? 	
List Kentucky Academic Standards (KAS) included in this unit (KTPS/InTASC 7A): 	
List Unit Objectives: 	List Essential Questions: Essential questions are “big idea” questions used to gain student interest in learning and to promote critical thinking. Many times, essential questions have more than one right answer.
Complete the applicable columns based on the connections to KAS and unit objectives; this will be the basis of your learning/lesson targets.	

(Not all columns are required)			
Knowledge: (facts and concepts) Students will know....	Reasoning: (infer, analyze, compare, classify, evaluate, synthesize) Students will be able to reason.....	Skills: (demonstrations where the doing is what is important) Students will be able to....	Product: (final product and process is important and is identified in standard) Students will develop....
Context (KTPS/InTASC 1A, 1B, 1E, 1G, 2, 3F, 6H, 7B, 8A, 8C) In order to write a quality unit, you need to consider the students in your class. Describe the <u>characteristics of your students</u> for which this unit is designed. Identify your students' backgrounds, special needs, cultural differences, interests, and language proficiencies. Use this information to differentiate assessments and lessons; also consider accommodations/modifications these students will need.			

Step Two: Assessment

A quality unit includes a variety of assessments. In this step, develop assessments to determine if students successfully met the outcomes for the unit. Design summative assessments to be used at the end of the unit, pre-assessments to be used at the beginning of the unit or lessons, and formative assessments (including student self-assessments) to be used along the way.

BE SURE TO INCLUDE A COPY OF ALL ASSESSMENTS AND RUBRICS WITH UNIT.

Pre-Assessment Evidence (KTPS/InTASC 4D, 4E, 7D)

Once learning objectives have been determined, students should be pre-assessed to determine their strengths, weaknesses, understandings, and misconceptions. You may choose to develop a pre-test which acts as the pre-assessment for the entire unit, or you may pre-assess each lesson target individually within the unit, but this should occur **PRIOR** to teaching the lesson so that you can use

the pre-assessment data to inform/modify your instructional pace and strategies. **INCLUDE A COPY OF THE PRE-ASSESSMENT AND COMPLETE THE TABLE BELOW TO ANALYZE.**

Unit Objective:	Learning Target:	Pre-Assessment Method:	When Pre-Assessment Occurs:

Summative Exam Evidence (KTPS/InTASC 6A, 6J, 6K)

Copy the unit objectives from Step One in the first column of this chart. At this time, you will create your summative assessment(s). Include a copy of the assessment and complete the table below to analyze. Consider the following summative assessments: end of unit test (multiple choice, or written response), performance event, project, presentation, or others. If using an end of unit exam, include the exam questions in column four. In order to analyze student growth at the completion of the unit, your summative assessment should be aligned with your pre-assessment(s). Consider using the pre-test questions as the basis of your summative assessment by reordering or modifying distractors in multiple choice questions. Also, consider adding written response questions to further gauge student understanding.

If another form of summative assessment is included, describe it in the third column. Describe accommodations/modifications that will occur on summative exam based on context in part one.

INCLUDE A COPY OF SUMMATIVE ASSESSMENT(S), INCLUDING ANSWER KEY, SCORING CRITERIA AND/OR RUBRIC IF APPROPRIATE.

Unit Objective:	Learning Target:	Summative Assessment Method:	Items on Exam:	Accommodations Modifications:

Step Three: Lesson Planning (KTPS/InTASC 2B, 4A, 4B, 4H, 5A, 5B, 5E, 5H)

Now that you know what you want your students to know and be able to do and how you will assess their progress, it is time to plan instructional strategies and learning experiences to accomplish these goals. Be sure to refer to Step One to make sure all outcomes are addressed within the lessons. Refer to Step Two to make sure all assessment questions/formats are addressed within the lessons as well. The final component of planning is to identify key resources and assistance that will be available to you to make your unit a success.

Include copies of each lesson plan using the School of Education lesson plan template. Evaluate your lesson plans using the rubric. Be sure to include all supporting documents, such as handouts and presentations.

While designing lessons, consider including the following as appropriate:

- multiple representations and explanations to capture key concepts

- experiences for students to analyze ideas from diverse perspectives and to practice using specific content language
- student analysis and application of real-world situations
- opportunities for students to communicate with each other and the world in a variety of ways (could include per assessment)
- support for literacy development across content areas

Technology and other Resources (KTPS/InTASC 2F, 4I, 6I, 7E)

List sources that you used to develop the unit and provide an overview of technology that will be integrated to enhance instruction and demonstrate student use of technology. Identify people who will be assisting with instruction and identify the specific instructional responsibilities they will have.

Step Four: Data Analysis (KTPS/InTASC 6C, 6I, 6O, 9G, 9H, 9K, 9L)

If you teach your unit, you need to analyze the performance of your students.

Provide a table based on pre/post-test data which displays success of each student in meeting each unit objective, then determine implications for the whole class. Compare student outcomes on the pre-assessment to student outcomes on the summative assessment to determine gains or losses. Then identify diverse students, analyze their performance, and determine implications for instruction for these students. The final step is to answer self-reflection questions based on your own performance.

Implications for Whole Class Instruction:

Answer the following questions:

- Compare student outcomes on the pre-assessment to student outcomes on the summative assessment. Reflect on the gains and losses of students. What are contributing factors to these changes?
- Identify the unit objective which had most student success. What are contributing factors to this success?
- Identify the unit objective which has the least student success. What are contributing factors to this lack of success?
- Based on data analysis, describe next steps you would take with this group of students.

Implications for Instruction of Diverse Learners:

Compare the performance of diverse learners to the class as a whole. What are contributing factors to their success/lack of success?

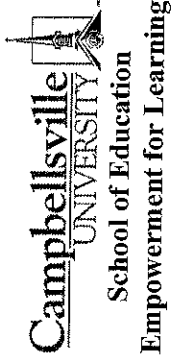
Step Five: Self-Reflection (9K, 10T)

The final step is to answer self-reflection questions based on your own performance.

Answer the following questions:

- **What do you consider to be a strength of the unit?**
- **What do you consider to be an area of growth for the unit?**
- **Which lesson was most successful and why?**
- **If you had to teach the unit again, what would you do differently?**

Based on your reflection, identify two areas of personal growth. List strategies to help you improve in these areas.



Unit Rubric

Name: _____ Course: _____
 Assignment: _____ Date: _____ Score: _____

Performance Criteria	Ineffective	Developing	Accomplished	Exemplary
	Multiple parts of the unit are missing or incomplete	The assignment is developing but not-yet at a level that could be considered basic	This is the level at which most pre-service teachers present: the basic elements of the assignment are there but need development and depth	The assignment contains all of the elements in a final, well-developed unit
Step One: Outcomes				
Rationale KTPS/InTASC 2C, 2D, 5D	Explains why unit topic was selected, WITHOUT reference to real-life applications within the topic, OR engagement of students based on prior knowledge, skills, experiences, backgrounds, and/or interests	Explains why unit topic was selected, relating to real-life applications within the topic, OR engagement of students based on prior knowledge, skills, experiences, backgrounds, and/or interests	Explains why unit topic was selected, relating to real-life applications within the topic, AND engagement of students based on prior knowledge, skills, experiences, backgrounds, and/or interests	Explains why unit topic was selected, relating to real-life applications within the topic, engagement of students based on prior knowledge, skills, experiences, backgrounds, and interests AND CCR and 21 st Century Skills
Connections to KAS (KTPS/InTASC 7A)	Uses relevant KAS to develop unit objectives, AND essential questions, AND student outcomes MOST unit objectives are action statements	Uses relevant KAS to develop unit objectives, essential questions, OR student outcomes SOME unit objectives are measurable and based on what	Uses relevant KAS to develop unit objectives, essential questions, AND student outcomes MOST unit objectives are measurable and based on what	Uses relevant KAS to develop unit objectives, essential questions, AND student outcomes ALL unit objectives are measurable and based on what

	(Example: Students will complete worksheet) Essential questions are not "big idea" questions OR are not connected to targeted KAS	students will know or be able to do as a result of the unit Essential questions are "big idea" questions connected to targeted KAS, BUT they are not open-ended	students will know or be able to do as a result of the unit Essential questions are "big idea" questions connected to targeted KAS which promote critical thinking	students will know or be able to do as a result of the unit Essential questions are "big idea" questions connected to targeted KAS which promote critical thinking and open-ended discussion
Context KTPS/InTASC 1A, 1B, 1E, 1G, 2, 3F, 6H, 7B, 8A, 8C	Does not recognize diversity in the classroom	Recognizes and documents diversity in the classroom	Recognizes and documents diversity in the classroom and demonstrates direct link to differentiation within lesson procedures OR assessments	Recognizes and documents diversity in the classroom and demonstrates direct link to differentiation within lesson procedures AND assessments
Step Two: Assessment				
Pre-Assessment Evidence KTPS/InTASC 4D, 7D	Pre-assessment identifies understandings of students	Pre-assessment identifies understandings and misconceptions of students related to unit objectives and/or KAS and occurs prior to each lesson Explains when OR how pre-assessment will be administered BUT NOT how pre-assessment will be used to inform instruction in response to student learning needs	Pre-assessment identifies strengths, weaknesses, understandings, AND misconceptions of students related to unit objectives and/or KAS and occurs prior to each lesson Explains when OR how pre-assessment will be administered AND how pre-assessment will be used to inform instruction in response to student learning needs	Pre-assessment identifies strengths, weaknesses, understandings, AND misconceptions of students related to unit objectives and/or KAS, as well as relates to context information and occurs prior to each lesson Explains when AND how pre-assessment will be administered AND how pre-assessment will be used to inform instruction in response to student learning needs
Summative Exam Evidence	SOME unit objectives linked to learning/lesson	MOST unit objectives linked to learning/lesson target and	ALL unit objectives linked to learning/lesson target and	ALL unit objectives linked to learning/lesson target and

<p>KTPS/InTASC 6A, 6J, 6K</p>	<p>target and included in summative assessment</p> <p>Summative assessment will yield insufficient evidence of student mastery of content AND assessment method is not appropriate to learning/lesson target</p> <p>Scoring criteria not mentioned</p> <p>Accommodations/modifications for summative assessment are NOT addressed</p>	<p>included in summative assessment</p> <p>Summative assessment will yield insufficient evidence of student mastery of content OR assessment method is not appropriate to learning/lesson target</p> <p>Scoring criteria listed and scoring rubric or guide included if appropriate</p> <p>Accommodations/modifications for summative assessment are listed, but NOT explained</p>	<p>included in summative assessment</p> <p>Summative assessment will yield sufficient evidence of student mastery of content AND assessment method is appropriate to learning/lesson target</p> <p>Scoring criteria explained and scoring rubric or guide included if appropriate</p> <p>Accommodations/modifications for summative assessment are explicitly addressed</p>	<p>included in summative assessment at the appropriate depth of knowledge level</p> <p>Summative assessment will yield sufficient evidence of student mastery of content AND more than one appropriate summative method is use</p> <p>Scoring criteria explained and scoring rubric or guide included if appropriate AND includes explanation of how students will receive/use feedback</p> <p>Accommodations/modifications for summative assessment are explicitly addressed with both content and process</p>
<p>Step Three: Lesson Planning</p> <p>Each lesson in the unit will be scored with the CU SOE Lesson Plan Rubric</p>				
<p>Lesson Planning KTPS/InTASC 2B, 4A, 4B, 4H, 5A, 5B, 5E, 5H</p>	<p>Sequence of instruction within the unit is inconsistent related to KAS content, provides FEW opportunities for engagement and active learning, OR does not move from foundational knowledge to critical thinking</p>	<p>Sequence of instruction within the unit allows students to progress through KAS content, and active learning are maximized, OR move from foundational knowledge to critical thinking</p>	<p>Sequence of instruction within the unit allows students to progress through KAS content, is organized so that engagement and active learning are maximized, AND move from foundational knowledge to critical thinking</p>	<p>Sequence of instruction within the unit allows students to progress through KAS content, is organized so that engagement and active learning are maximized, AND move from foundational knowledge to critical thinking WITH student input in lesson or assessment development</p>

<p>Technology and other Resources KTIPS/InTASC 1C, 4F, 4G, 5C</p>	<p>DOES NOT include internet links, copies of class handouts, presentations, and assessments</p>	<p>Lessons plans lack evidence of differentiation</p> <p>Includes SOME internet links, copies of class handouts, presentations, and assessments as needed</p>	<p>Lesson plans show evidence of differentiation in instruction</p> <p>Includes internet links, copies of class handouts, presentations, and assessments as needed</p>	<p>Lesson plans show evidence of differentiation in instruction AND product</p> <p>Identifies the resources AND assistance available to support instruction and facilitate students' learning AND includes internet links, copies of class handouts, presentations, and assessments as needed</p>
<p>Step Four: Data Analysis (KTIPS/InTASC 6C, 6L, 6O, 9G, 9H, 9K, 9L)</p>				
<p>Whole Class Results</p>	<p>Table accurately displays summative results for SOME students related to MOST unit objectives</p> <p>Identifies unit objectives that had the most OR least student success</p>	<p>Table accurately displays summative results for ALL students related to MOST unit objectives</p> <p>Identifies unit objectives that had the most and least student success</p>	<p>Table accurately displays summative results for ALL students related to ALL unit objectives (compares performance on pre-assessment to summative assessment)</p> <p>Identifies unit objectives that had the most and least student success and describes contributing factors within the lessons OR assessments</p>	<p>Table accurately displays summative results for ALL students related to ALL unit objectives AND discusses formative assessment results</p> <p>Identifies unit objectives that had the most and least student success and describes contributing factors within the lessons or assessments and describes reasonable next steps</p>
<p>Diverse Learners Results</p>	<p>Diverse learners not identified</p>	<p>Identifies diverse learners within the class results BUT DOES NOT compare their performance to the class as a whole</p>	<p>Identifies diverse learners within the class results and compares their performance to the class as a whole</p>	<p>Identifies diverse learners within the class results and compares their performance to the class as a whole and to other diverse learners</p>
<p>Step Five: Self-Reflection (KTIPS/InTASC 9K, 10I)</p>				

Reflection	Reflection answers MOST questions	Reflection answers all questions, BUT responses lack depth	Reflection is thoughtful, critical, and thoroughly answers all questions	Reflection is thoughtful, critical, and thoroughly answers all questions AND provides support/evidence
Professional Writing	Writing evidenced by 8 or more errors in clarity of writing, spelling, usage, and/or grammar	Writing evidenced by 5-7 errors in clarity of writing, spelling, usage, and/or grammar	Professional writing is evidenced by 1-4 errors in clarity of writing, spelling, usage, and/or grammar	Professional attention to formal writing is evidenced by clarity in writing as well as absence of spelling, usage, and grammatical errors

**Campbellsville University School of Education IECE Unit Scoring Rubric
PILOT Fall 2018**

Name:
Assignment:

Course:
Date:

Score:

Performance Criteria	Ineffective	Developing	Accomplished	Exemplary
	Multiple parts of the unit are missing or incomplete	The unit is developing but not yet at a level that could be considered basic	This is the level at which most pre-service teachers present. The basic elements of the unit are there but need development and depth	The assignment contains all of the elements in a final, well-developed unit
Step One: K-W-H-L				
K (Pre-assessment)	Missing the K column of the KWHL Chart.	Pre-assessment data describes what children in the classroom know but relates only partially to the topic. W column has fewer or more than 2 to 4 questions.	Pre-assessment data describes what children in the classroom know about the topic but uses teacher language. W column has 2 to 4 inquiry based questions that can be answered over the course of the unit through multiple lessons. The EQ needs to be matched to the length of the unit.	Pre-assessment data describes what children in the classroom know about the topic in terms of the children's own language. W column has 2 to 4 broad inquiry based questions that can be answered over the course of the unit through multiple lessons.
W (Essential Questions - EQ)	Missing the W column of the KWHL Chart.	Some strategies and methods listed.	The strategies and methods listed will enable the children to gather the information necessary to partially answer some of the EQ.	The strategies and methods listed will enable the children to gather the information necessary to accurately answer all the EQ.
H (Strategies and Methods)	Missing the H column of the KWHL Chart.	Listed some of expected concepts to be taught during the unit.	Matching list of expected concepts to be taught during the unit that fully and accurately answer each EQ stated in teacher language.	Matching list of expected concepts to be taught during the unit that fully and accurately answer each EQ stated in child language.
L (Concepts Learned/ Answers to Essential Questions)	Missing the L column of the KWHL Chart.			

Step Two: Curriculum Web			
M. (Curriculum Web)	Missing key components of the curriculum web.	<p>Topic is represented by 2 to 4 essential questions but are lacking depth.</p> <p>Each essential questions has at least 3 relevant lessons but lack direct connect to the correct key concepts.</p> <p>All lessons linked to standards.</p> <p>Curriculum integration is evident for some essential questions.</p> <p>Embedded Learning Opportunities (ELO) are included.</p> <p>Not all lesson has the format identified (SG, LG, C)</p>	<p>Topic is represented by 2 to 4 essential questions</p> <p>Each essential questions has at least 3 relevant lessons that would lead students to arrive at the correct key concepts.</p> <p>A variety of learning levels, depth of knowledge and higher lever thinking represented in the Web.</p> <p>All lessons linked to appropriate standards.</p> <p>Curriculum integration is evident for all essential questions.</p> <p>Embedded Learning Opportunities (ELO) are included and relevant to the lesson.</p> <p>Each lesson has the format identified (SG, LG, C)</p>
			<p>Topic is represented by 2 to 4 essential questions</p> <p>Each essential questions has at least 3 relevant lessons that would lead students to arrive at the correct key concepts.</p> <p>A variety of learning levels, depth of knowledge and higher lever thinking represented in the Web.</p> <p>All lessons linked to appropriate standards.</p> <p>Curriculum integration is evident for all essential questions.</p> <p>Embedded Learning Opportunities (ELO) are included and relevant to the lesson.</p> <p>Each lesson has the format identified (SG, LG, C)</p>
Step Three: Unit Overview			
Essential Questions	Unit overview is missing essential questions.	Unit overview has fewer than 2 to 4 questions.	<p>Unit overview has 2 to 4 broad inquiry based questions that can be answered over the course of the unit through multiple lessons. The EQ needs to be matched to the length of the unit.</p> <p>Unit overview has 2 to 4 broad inquiry based questions that can be answered over the course of the unit through multiple lessons.</p>

Unit objectives	Unit objectives are not measurable, not linked to the essential questions, and/or do not represent the key concepts. No learning level or I can statements represented.	Unit objectives are measurable but lack clear connections to the essential questions, and/or represent the key concepts. Learning level and I can statements not accurately represented.	Unit objectives are measurable, linked to the essential questions, and represent the key concepts. The learning level are accurate and I can statements represent each objective.	Unit objectives are measurable, linked to the essential questions, and represent the key concepts. Unit objectives assessments are included. The learning level are accurate and represent higher level thinking. I can statements represent each objective.
Rationale for Teaching Unit	No Rationale for teaching unit.	Rationale for teaching is not linked to the appropriate standards and/or does not provide a clear purpose for the teaching of the unit.	Rationale for teaching is linked to the appropriate standards and provides a clear purpose for the teaching of the unit. Pre-assessment is used in the rationale as evidence.	Rationale for teaching is linked to the appropriate standards and provides a clear purpose for the teaching of the unit. Pre-assessment is used in the rationale as evidence.
Big Ideas and Key Concepts	No big ideas and/or key concepts present.	Big Ideas are not clearly linked to the standards. Big ideas or key concepts are not aligned to each EQ and unit objective. Key concepts do not fully answer the essential questions.	Big Ideas linked to the standards and along with the key concepts clearly aligned to each EQ and unit objective. Key concepts answer the essential questions.	Big Ideas linked to the standards and along with the key concepts clearly aligned to each EQ and unit objective. Key concepts answer the essential questions. Key concepts show higher order thinking.
Embedded and Integrated Standards	No content areas or integration of standards are found to be embedded into the weekly activities of the unit.	Some content areas are embedded or standards represented in the weekly unit, but they lack clear link to the unit focus.	Evidence of content areas/standards beyond the focus of the unit are embedded into the weekly unit showing curriculum integration.	Evidence of content areas/standards beyond the unit focus are embedded into the weekly unit showing curriculum integration in lessons and the learning environment.
21st Century Skills	No evidence of 21 st century skills present in the unit.	Evidence of some 21 st century skills is present in the unit.	Evidence of all four 21 st century skills is present in the unit.	Evidence of all four 21 st century skills is present in the unit and described in detail.
Learning Levels	No learning targets are evident in the unit.	Evidence of only lower or higher level learning targets present in the unit.	Evidence of both lower and higher learning target levels present in the unit.	Evidence of both lower and higher learning target levels present in the unit and explanation of implementation in unit is present.

Adaptation Strategies	No evidence of adaptation strategies found in the unit.	Evidence of adaptation strategies found in the unit, but best option not always selected.	Evidence of adaptation strategies found in the unit with least restrictive option selected when appropriate.	Evidence of adaptation strategies found in the unit with least restrictive option selected when appropriate and full implementation is present.
All other components fully addressed and aligned to the unit content	Unit overview is missing most of the 10 additional components and are not aligned to unit topic and standards.	Unit overview is missing some of the 10 additional components and/or not all components align to the unit topic and standards.	Unit overview is fully completed for all 10 additional components. All components align to the unit topic and standards.	Unit overview is fully completed for all 10 additional components. All components align to the unit topic and standards with higher order thinking represented.
Step Four: Unit Overview and Lesson Planning Each lesson in the unit will be scored with the CU SOE Lesson plan rubric				
Lesson Planning	Sequence of instruction within the unit is inconsistent related to Early Childhood Standards or KAS content, provides FEW opportunities for engagement and active learning, OR does not move from foundational knowledge to critical thinking. 3 lessons address the different EQ and/or do not teach the key concepts.	Sequence of instruction within the unit allows students to progress through Early Childhood Standards or KAS content, is organized so that engagement and active learning are maximized, OR move from foundational knowledge to critical thinking. 3 sequential lessons address the different EQ and/or do not teach the key concepts. Lessons plans lack evidence of differentiation	Sequence of instruction within the unit allows students to progress through Early Childhood Standards or KAS content, is organized so that engagement and active learning are maximized, AND move from foundational knowledge to critical thinking	Sequence of instruction within the unit allows students to progress through Early Childhood Standards or KAS content, is organized so that engagement and active learning are maximized, AND move from foundational knowledge to critical thinking WITH student input in lesson or assessment development. 3 sequential lessons address the same EQ and teach the key concepts that will help students answer the EQ. Lesson plans show evidence of differentiation in instruction
Technology and other Resources	Identifies the resources OR assistance available to support instruction and facilitate students' learning AND DOES NOT include Internet links, presentations, and assessments	Identifies the resources OR assistance available to support instruction and facilitate students' learning AND includes SOME internet links, presentations, and assessments as needed	Identifies the resources OR assistance available to support instruction and facilitate students' learning AND includes internet links, presentations, and assessments as needed	Identifies the resources AND assistance available to support instruction and facilitate students' learning AND includes internet links, representations, and assessments as needed

Step Five: Team Agenda			
Team Agenda	No team agenda	Team agenda show evidence of collaboration with some instructional staff but not all and/or only one meeting. Outcomes not identified for each meeting.	Team agenda show evidence of collaboration with all instructional staff over multiple meetings. Outcomes identified for each meeting. Evidence of pre-assessment and plans for individualization for students.
Newsletter	No Newsletter present	Newsletter lacks visual creativity and/or is not clearly described using family friendly language. Some simple I can statements missing and/or family engagement opportunities.	Newsletter is visually creative and clearly described using family friendly language. It includes simple I can statements and family engagement opportunities. Newsletter includes additional resources for family follow-up.
Step Seven: Data Analysis – Unit Outcomes, Analysis, and Reflection: (Only for unit implemented) SoE-4 Lesson Analysis and Reflection (Only for lessons taught in unit)			
Unit Outcomes	Table accurately displays summative results for SOME students related to MOST unit objectives	Table accurately displays summative results for ALL students related to MOST unit objectives	Table accurately displays summative results for ALL students related to ALL unit objectives AND discusses formative assessment results
	Identifies unit objectives that had the most OR least student success	Identifies unit objectives that had the most and least student success	Identifies unit objectives that had the most and least student success and describes contributing factors within the lessons or assessments and describes reasonable next steps
		Identifies diverse learners within the class results BUT DOES NOT compare their performance to the class as a whole	Identifies diverse learners within the class results and compares their performance to the class as a whole and to other diverse learners

<p>SoE 4 Lesson Analysis and Reflection</p>	<p>No SoE 4 submitted.</p>	<p>SoE 4 shows some outcomes for each learning objective and/or does not include a description of how outcomes will be used to plan future instruction. Completed assessments not attached.</p>	<p>SoE 4 shows outcomes for each learning objective and a description of how outcomes will be used to plan future instruction. Completed assessments attached.</p>	<p>SoE 4 shows outcomes for each learning objective and a description of how outcomes will be used to plan future instruction including those who did not meet the objectives and for those who exceeded the objectives. Completed assessments attached.</p>
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