

**Montclair State University**  
**Initial Teacher Education Program**  
**Early Childhood and Elementary Education**  
**Rating Sheet**  
**Integrated Unit Plan**  
**(ECEL 422/522/435/528)**  
**(6/31/11)**

**Student's name:** \_\_\_\_\_ **Student ID#:** \_\_\_\_\_  
**Course#/Section:** \_\_\_\_\_ **Professor:** \_\_\_\_\_  
**Semester:** Fall \_\_\_\_\_ Spring \_\_\_\_\_ **Year** \_\_\_\_\_

<i>Does not meet expectations</i>		<i>Meets expectations</i>		<i>Exceeds expectations</i>	
<i>(1)</i>	<i>(2)</i>	<i>(3)</i>	<i>(4)</i>	<i>(5)</i>	

Please circle the appropriate rating for each criterion listed below using the accompanying RUBRIC.

**Assessment Results**

<b><u>Knowledge/skills assessed</u></b>	<b><u>Rating</u></b>				
1. <i>Subject matter knowledge</i>					
a. Demonstrates knowledge of state/district standards	1	2	3	4	5
b. Demonstrates subject matter knowledge	1	2	3	4	5
2. <i>Knowledge of how students learn:</i>					
a. Planning/scheduling of learning experiences is developmentally appropriate	1	2	3	4	5
3. <i>Learning goals/objectives:</i>					
a. Essential questions reflect meaningful learning goals	1	2	3	4	5
b. Learning objectives are measurable and aligned to goals	1	2	3	4	5
4. <i>Design of learning activities:</i>					
a. Activities advance the identified learning goals	1	2	3	4	5
b. Integration of multiple teaching/learning strategies	1	2	3	4	5
c. Integration of content areas	1	2	3	4	5
d. Sequence and scope of learning experiences	1	2	3	4	5
e. Effective integration of various learning and instructional materials	1	2	3	4	5
5. <i>Content relevance and meaning to students:</i>					
a. Context of classroom environment reflected in planning/scheduling	1	2	3	4	5
b. Integration of culturally relevant teaching/learning	1	2	3	4	5
c. Adaptations for children with special needs	1	2	3	4	5
d. Understanding and integration of individual learning styles	1	2	3	4	5

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|----|--|---|---|---|---|---|
| 6. | <i>Promotion of critical thinking:</i>   |   |   |   |   |   |
|    | a. Effective use of Bloom’s Taxonomy   | 1 | 2 | 3 | 4 | 5 |
|    | b. Implements scaffolded, inquiry-based learning   | 1 | 2 | 3 | 4 | 5 |
| 7. | <i>Promotion of democratic process:</i>  |   |   |   |   |   |
|    | a. Activities are student-centered and reflect student input   | 1 | 2 | 3 | 4 | 5 |
|    | b. Critical reflection is evident  | 1 | 2 | 3 | 4 | 5 |
| 8. | <i>Effective assessment:</i>   |   |   |   |   |   |
|    | a. Assessment strategies are aligned with objectives and effectively measure student knowledge and abilities | 1 | 2 | 3 | 4 | 5 |
|    | b. Implementation of various assessment strategies   | 1 | 2 | 3 | 4 | 5 |
| 9. | <i>Overall quality:</i>  |   |   |   |   |   |
|    | a. Professional presented, free of spelling errors, grammatically correct, and contains all sections         | 1 | 2 | 3 | 4 | 5 |

**Comments:**