

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

Criteria	Does not meet expectations		Meets expectations		Exceeds expectations
	(1)	(2)	(3)	(4)	(5)
1a. <i>Subject matter knowledge:</i> Demonstrates knowledge of state/district standards (MSU Standards 1a, 4)	A rationale is provided for the unit but is loosely linked to applicable NJCCCS and district standards.		A rationale is provided for the unit that takes into account NJCCCS and district standards.		A <i>clear and detailed</i> rationale is provided for the unit that takes into account NJCCCS and district standards.
1b. <i>Subject matter knowledge:</i> Demonstrates subject matter knowledge (MSU Standards 1a, 4)	The unit does not reflect content and/or pedagogical knowledge in each discipline.		The unit reflects content and pedagogical knowledge in each discipline represented.		The unit reflects <i>strong</i> content and pedagogical knowledge in each discipline represented.
2a. <i>Knowledge of how students learn:</i> Planning/scheduling of learning experiences is developmentally appropriate (MSU Standards 1b, 3b, 3d)	The planning calendar does not include all activities, is inappropriate in length, is incomplete or is not included.		The planning calendar provides the sequence of activities, is appropriate in length, reflects all planned activities, and is realistic.		The planning calendar provides the sequence of activities, demonstrating how learning is <i>building throughout the unit</i> . The planning calendar is appropriate in length, reflects all planned activities, and is realistic.
3a. <i>Learning goals/objectives:</i> Essential questions reflect meaningful learning goals (MSU Standards, 4, 5)	Essential questions are too broad or too narrow for the chosen topic.		The unit is framed by meaningful and effective essential questions that capture the scope of the goals and objectives of the unit.		The unit is framed <i>meaningful, effective, and hierarchical</i> essential questions that <i>clearly</i> capture the scope of the goals and objectives of the unit.

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<p>3b. <i>Learning goals/objectives:</i> Learning objectives are measurable and aligned to goals</p> <p>(MSU Standards 4, 5)</p>	The learning objectives are not observable or measurable, are too numerous, and/or do not reflect the scope of each lesson.		Learning objectives are observable, measurable, limited in number, and reflect the scope of each lesson.		Learning objectives are observable, measurable, limited in number, and <i>clearly</i> reflect the scope of each lesson.
<p>4a. <i>Design of learning activities:</i> Activities advance the identified learning goals</p> <p>(MSU Standards 3f, 4)</p>	Activities do not advance the identified learning goals and/or are not varied in approach.		Activities advance the identified learning goals and are varied in approach.		Activities advance the identified learning goals and are <i>extensive</i> and varied in approach. <i>Activities are well organized and specific to the unit's/lesson's goals and objectives.</i>
<p>4b. <i>Design of learning activities:</i> Integration of multiple teaching/learning strategies</p> <p>(MSU Standards 1a, 1b, 2, 3b, 3d, 3f, 4, 6, 12a, 12b, 12c, 12e, 12f)</p>	Activities do not integrate multiple teaching/learning strategies and are not student-centered.		Activities integrate multiple teaching/learning strategies and are student-centered.		Activities integrate <i>multiple and well conceptualized</i> teaching/learning strategies and are student-centered.
<p>4c. <i>Design of learning activities:</i> Integration of content areas</p> <p>(MSU Standards 4, 12c, 12f)</p>	Activities do not integrate various content areas and limited in number.		Activities integrate various content areas and are appropriate in number for the length of the unit.		Activities integrate various content areas <i>extensively</i> and are appropriate in number for the length of the unit. <i>Activities are interdisciplinary.</i>

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<p>4d. <i>Design of learning activities:</i> Sequence and scope of learning experiences</p> <p>(MSU Standards 3d, 8d)</p>	Sequence and scope of learning experience is not visually represented using the curriculum web. The curriculum web is incomplete or insufficient to present the content of the unit or a web is not included.		Sequence and scope of learning experience is visually represented using the curriculum web. The curriculum web visually displays the content of the unit in at least 6 areas and represents interdisciplinary planning.		Sequence and scope of learning experience is visually represented using the curriculum web and <i>explained in detail</i> . The curriculum web visually displays the content of the unit in <i>more than 6 areas</i> and represents interdisciplinary planning.
<p>4e. <i>Design of learning activities:</i> Effective integration of various learning and instructional materials</p> <p>(MSU Standards 1b, 2)</p>	Resources are limited in number and/or variety or are not identified.		Identified resources include a broad range of learning and instructional materials, such as print, technology, school, and community sources for both student and teacher.		Identified resources include a broad and <i>extensive</i> range of learning and instructional materials, such as print, technology, school, and community sources for both student and teacher. A clear explanation of effective integration of various learning and instructional materials is provided.
<p>5a. <i>Content relevance and meaning to students:</i> Context of classroom environment reflected in planning/scheduling</p> <p>(MSU Standards 2, 8a, 8c)</p>	The topic does not the classroom context.		The classroom context is reflected in learning activities and instructional strategies.		The <i>classroom environment, school context, and community</i> are reflected in learning activities and planning.
<p>5b. <i>Content relevance and meaning to students:</i> Integration of culturally relevant teaching/learning</p> <p>(MSU Standards 3f, 12b, 12c)</p>	Activities do not demonstrate the integration of culturally relevant teaching and learning.		Activities demonstrate the integration of culturally relevant teaching and learning and incorporate multicultural curriculum		Activities demonstrate the integration of culturally relevant teaching and learning and incorporate <i>multicultural curriculum, resources, and materials in all subjects and at school</i> .

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5c. <i>Content relevance and meaning to students: Adaptations for children with special needs</i> (MSU Standards 3f, 4, 12c)	There is no explanation of how the activities can be adapted for diverse learners, including children with special needs.		There is an explanation of how the adapted plan is appropriate for diverse learners and children with special needs, but aspects of the explanation may need more clarity and/or details.		There is a <i>clear and detailed</i> explanation of how the adapted plan is appropriate for diverse learners and children with special needs. <i>It is apparent that serious thought went into adapting content and instructions for all students to become engaged.</i>
5d. <i>Content relevance and meaning to students: Understanding and integration of individual learning styles</i> (MSU Standards 12a, 12b, 12f)	Activities do not insure the engagement and learning of all students and/or consider individual learning styles.		Activities insure the engagement and learning of all students and/or consider individual learning styles.		Activities insure the engagement and learning of all students addressing various learning styles and implementing <i>various differentiated instruction strategies.</i>
6a. <i>Promotion of critical thinking: Effective use of Bloom's Taxonomy</i> (MSU Standards 5, 12h)	There is no explanation how the unit can use Bloom's Taxonomy to meet the needs of diverse learning styles and needs		There is an explanation how the unit can use Blooms' Taxonomy effectively to meet the needs of diverse learning styles and needs and to demonstrate the cumulative effects.		There is a <i>clear and detailed</i> explanation how the unit can use Blooms' Taxonomy effectively to meet the needs of diverse learning styles and needs and to demonstrate the overall configuration and cumulative effects.
6b. <i>Promotion of critical thinking: Implements scaffolded, inquiry-based learning</i> (MSU Standards 5, 9, 12h)	The unit does not promote critical thinking through scaffolded student learning and/or activities are not inquiry-based.		The unit promotes critical thinking through scaffolded student learning and activities are inquiry-based, providing an involvement in learning that leads to understanding.		The unit promotes critical thinking through scaffolded student learning and activities are inquiry-based, providing an involvement in learning that leads to understanding and <i>knowledge through a well-conceptualized context of learning.</i>

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<p>7a. <i>Promotion of democratic process</i>: Activities are student-centered and reflect student input</p> <p>(MSU Standards 12c, 12d, 12g)</p>	Activities do not reflect student interests and activities are not student-centered. Activities do not reflect student input.		Activities clearly reflect student interests and activities are student-centered. Activities reflect student input.		Activities clearly reflect student interests and are student-centered. There is a <b><i>substantial and consistent effort to incorporate student interests and student input</i></b> in short and long range planning goals.
<p>7b. <i>Promotion of democratic process</i>: Critical reflection is evident</p> <p>(MSU Standards 5, 12g, 12h)</p>	There is no clear explanation of and/or reflection on how to incorporate democratic practices.		There is an explanation and reflection on how to incorporate democratic practices.		There is a <b><i>clear and detailed</i></b> explanation and reflection on how to incorporate democratic practices. There is a <b><i>consistent effort to</i></b> create a democratic classroom.
<p>8a. <i>Effective assessment</i>: Assessment strategies are aligned with objectives and effectively measure student knowledge and abilities</p> <p>(MSU Standards 7, 12e)</p>	Assessment strategies are not included for each lesson plan, are inappropriate for the objectives, and/or do not reflect understanding of measuring student learning.		Assessment strategies are included for each lesson plan, are appropriate for the objectives, and reflect understanding of measuring student knowledge and abilities.		Assessment strategies are included for each lesson plan, are appropriate for the objectives, and <b><i>clearly</i></b> reflect understanding of measuring student knowledge and abilities. Assessment strategies are designed to evaluate the student outcomes <b><i>effectively</i></b> .
<p>8b. <i>Effective assessment</i>: Implementation of various assessment strategies</p> <p>(MSU Standards 7, 12e)</p>	Each lesson plan's assessment is the same and/or no examples of the tools are provided. The rubric was not designed by the unit planner.		Each lesson plan has an assessment and one rubric is to be designed by the unit planner.		Each lesson plan has an assessment and a <b><i>clear explanation</i></b> is provided regarding the use of effective assessments. One rubric is to be designed by the unit planner.

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<p>9a. <i>Overall quality:</i> Professional presented, free of spelling errors, grammatically correct, and contains all sections</p> <p>(MSU Standards 9, 11)</p>	<p>The unit contains some grammatical/spelling errors and/or is unprofessionally presented. The unit does not contain all required sections and/or does not reflect a serious commitment to the unit.</p>		<p>The unit is professionally presented, free of spelling errors, and grammatically correct. The unit reflects a serious effort by the student, and an understanding of young children.</p>		<p>The unit is professionally presented, free of spelling errors, and grammatically correct. The unit reflects a serious effort by the student, an understanding of young children, and <i>the allocation of sufficient time to the unit.</i></p>