

**Montclair State University**  
**Scoring Rubric for Unit Plan (Methods Courses)**  
 (7-21-08)

| Criteria  | Does not meet expectations   |     | Meets expectations  |     | Exceeds expectations   |
|---|--|-----|---|-----|--|
|   | (1)  | (2) | (3)   | (4) | (5)  |
| 1. <i>Subject matter knowledge</i> (Standard 1a)            | There are inaccuracies in the representation of subject matter. Key disciplinary concepts/ideas are missing in light of the knowledge/ability levels of the students for whom the unit is designed.  |     | For the most part, the subject matter is accurately represented. Key disciplinary concepts/ideas are appropriately developed in light of the knowledge/ability levels of the students for whom the unit is designed.  |     | The subject matter is accurately represented. The plan includes <b>multiple representations of key disciplinary concepts/ideas</b> appropriate to the knowledge/ability levels of the students for whom the unit is designed.  |
| 2. <i>Knowledge of how students learn</i> (Standards 2, 3d) | Planned instruction is generally not appropriate to the stages of development of the students for whom the unit is designed. Activities place students mostly in a passive learning role, give little consideration to their prior knowledge and experiences, and/or are generally allotted inappropriate amounts of time. |     | Planned instruction is generally appropriate to the stages of development of the students for whom the unit is designed. Activities place students mostly in an active learning role, reflect attempts to build on their prior knowledge and experiences, and are generally allotted appropriate amounts of time. |     | Planned instruction is <b>consistently</b> appropriate to the stages of development of the students for whom the unit is designed. <b>Activities actively involve students and give them substantial responsibility for their learning.</b> Activities are designed to build on students' prior knowledge and experiences, and are allotted appropriate amounts of time. |

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| <b><i>Planning for Student Learning</i></b>                   |   |   |  |     |     |
| 3. <i>Stating learning goals/objectives</i> (Standards 1b, 4) | Unit plan has some learning goals/objectives that are clear and meaningful, but needs considerable improvement in this area. Goals/objectives are often written as student activities. Identified goals are not consistently aligned with the NJ Core Curriculum Content Standards. | Unit plan generally has clear and meaningful learning goals/objectives that are appropriately aligned with the NJ Core Curriculum Content Standards. A few of the learning goals may need further refinement. | Unit plan <b>consistently</b> has clear and meaningful learning goals/objectives that are appropriately aligned with the NJ Core Curriculum Content Standards. |     |     |

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| 4. <i>Designing learning activities and selecting/developing materials</i> (Standards 1b, 2, 3f, 4, 12b, 12c, 12f, 12g) | Some learning activities and materials advance the identified learning goals/objectives, but many do not. Activities reflect little variety and few or no appropriate accommodations for students with special needs (e.g., students with disabilities and English language learners (ELLs)). Some activities are developmentally appropriate to the students, but many are not. While some materials to be used advance the learning goals, are culturally sensitive, are free of gender bias, and are developmentally appropriate for the students for whom the unit is designed, much more work is needed in these areas of planning. The unit has organizational problems that will make it difficult to implement. |     | Most learning activities advance the identified learning goals/objectives. Activities reflect some variety, and generally offer appropriate accommodations for students with special needs (e.g., students with disabilities and ELLs). Most activities are developmentally appropriate to the students. Materials to be used are largely culturally relevant, free of gender bias, and developmentally appropriate for the students for whom the unit is designed. The unit is generally well organized from introductory activity, through sequencing of lessons, to culminating activity, although some problems in sequencing may be evident. |     | Planned learning activities and materials <b>consistently</b> advance the identified learning goals/objectives, <b>reflect wide variety</b> , and provide appropriate accommodations for students with special needs (e.g., students with disabilities and ELLs). Activities are developmentally appropriate to students. Materials to be used are culturally relevant to the students for whom the unit is designed. <b>The unit is well organized from introductory activity, thorough sequencing of lessons, to culminating activity.</b> |

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| 5. <i>Using media and other technology</i> (Standards 1b, 2)   | Unit plan makes little or no use of media and other technology.   |     | Unit plan makes adequate use of media and other technology in developmentally appropriate ways.   |     | Unit plan makes <b>substantial</b> use of media and other technology in <b>meaningful</b> and developmentally appropriate ways.   |
| 6. <i>Making content relevant and meaningful to students</i> (Standards 1b, 3f, 4, 12a, 12b, 12c, 12f) | There are a few efforts to make content relevant and meaningful to students, but they are not sufficient.   |     | There are many efforts to make content relevant and meaningful to students.   |     | There are <b>consistent efforts throughout the plan</b> to make content relevant and meaningful to students.  |
| 7. <i>Promoting critical thinking</i> (Standards 5, 12h)   | Unit plan generally shows a lack of understanding of critical thinking and problem solving. There are few or no learning activities that promote students' critical thinking and problem solving skills. Commitment to cultivating students' critical thinking skills is not evident. |     | Unit plan generally shows an understanding of critical thinking and problem solving. Several learning activities promote critical thinking and problem solving skills. Commitment to cultivating students' critical thinking skills is evident. |     | Unit plan reflects a <b>thorough</b> understanding of critical thinking and problem solving. <b>Many</b> learning activities promote critical thinking and problem solving skills, and <b>encourage students to be aware of their own thinking (metacognition)</b> . A <b>strong</b> commitment to cultivating students' critical thinking skills is evident. |

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| 8. <i>Using democratic practices</i> (Standards 3b, 3f, 6, 8a, 12a, 12b, 12f, 12g) | Unit plan is not informed by principles of democracy. Students are given little or no responsibility for their own learning. Learning activities involve little or no use of group or cooperative inquiry. There are no clear efforts to give access to the curriculum to students of linguistically and culturally diverse backgrounds as well as those with special needs.                          |     | Unit plan generally shows an understanding of principles of democracy. Students are given some responsibility for their own learning. Learning activities involve the use of appropriate group or cooperative inquiry. There are efforts to give access to the curriculum to all students, including students of linguistically and culturally diverse backgrounds as well as students with special needs.              |     | Unit plan reflects an <b>in-depth understanding</b> of principles of democracy. Students are given <b>considerable</b> responsibility for their own learning. Activities involving the use of appropriate group or cooperative inquiry are <b>central</b> to the unit. There are <b>consistent and well conceptualized efforts to give access to the curriculum</b> to students of linguistically and culturally diverse backgrounds as well as students with special needs. |
| 9. <i>Designing student assessments</i> (Standards 4, 7, 12b, 12e, 12f, 12g)       | Planned assessments are poorly conceptualized, technically flawed, and/or offer students little or no variety regarding the ways they can demonstrate what they have learned relative to the unit's goals/objectives. Assessment results are not likely to give a clear understanding of student learning. It is unclear how assessment data could assist in planning for instructional modification. |     | The unit has an overall assessment plan. For the most part, planned assessments are aligned with the goals/objectives of the unit, technically adequate, and offer students some variety regarding the ways they can demonstrate what they have learned. Assessment results will give a fairly clear understanding of student learning, and allow for instructional modification--mostly after the unit is implemented. |     | The unit has a <b>comprehensive</b> assessment plan. The assessments are <b>consistently</b> aligned with the goals/objectives of the unit, technically sound, and offer students <b>many different ways</b> to demonstrate what they have learned. Assessment results <b>will give a clear and detailed understanding of students learning, and allow for instructional modification both during and after the unit.</b>  |

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