

Name: _____

Reviewer: _____

Unit Plan Scoring Rubric

Dimension	0 points	1 point	2 points	3 points	Score
Overview	Missing or addressed with such little detail as to be worthless.	Not concise, rambling overview; addresses all elements but in limited detail.	Includes all five required elements and addresses all in very considerable detail.		/2
Rationale	Missing or addressed with such little detail as to be worthless.	Addresses most elements but is deficient in two or three explanations.	Includes all five required elements and addresses all in very considerable detail.		/2
Materials, Technology, & Resources	Missing or addressed with so little detail as to be worthless.	Clear that only a cursory search for resources has been conducted; not all three areas have been adequately addressed.	Complete and detailed listing of resources available for use in teaching the subject matter; all three areas addressed.		/2
Content Outline (double points)	Missing or addressed with so little detail as to be worthless.	Contains fewer than five major points only with few if any sub points.	Contains five or more major points some but not all include sub points.	Contains seven or more major points each with 2 to 5 detailed sub points for each.	/6
Student Performance Objectives	Missing or addressed with so little detail as to be worthless.	Unsuitable or improperly constructed with use of terms such as "understands".	Suitable but poorly constructed with use of phrases such as "able to".	Suitable and clearly constructed with readily observable student performance.	/3
Alternative Conceptions	Missing or addressed with such little detail as to be worthless.	Seems to have a rather poor understanding of alternative conceptions.	Provides a limited list of alternative conceptions but does not explain them.	Includes and explains expected alternative conceptions.	/3
Inquiry-oriented Activities	Missing or clearly not inquiry-oriented in the main; teacher centered, not student centered.	Inquiry activities clearly included in lesson but not substantially so; mostly teacher centered, some student centered.	Inquiry activities are the primary focus of the lessons; primarily student centered, knowledge centered instruction; uses cooperative groups.		/2
Assessment	Little to no consideration given to assessment or either formative or summative missing.	Contains assessment of student learning, but uses a rather limited variety of assessment types; fails to address improved teaching or student dispositions.	Contains a thorough assessment of student learning including a wide variety of assessment types; addresses using results to improve teaching and student dispositions.		/2
Internal Alignments (double points)	Missing or addressed with so little detail as to be worthless.	The connections between objectives, activities, and assessments are weak; assessments are not based on student performances.	The connections between objectives, activities, assessments are clear, but assessments are not all based on student performances.	The connections between objectives, activities, assessments are very clear; all assessments are based on observable student performances.	/6
Metacognitive Practices	No consideration given for metacognitive practices at all; provides no examples.	Plan for metacognitive practices is limited only to specific situations; provides three or fewer examples.	Plan for metacognitive practices infuses student self-assessment and self-regulation throughout unit; provides five or more examples.		/2

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History and Nature of Science	Little to no consideration for the history and nature of science.	Provides only a very limited consideration or vague explanation of the importance of the subject matter for the students.	Explains explicitly how history and nature of science will be included in a meaningful way, and gives specific details.		/2
Context of Science	Little to no consideration for context of science.	Provides only a very limited consideration for the importance of the subject matter for the students.	Lists how unit content will relate to students in relevant and meaningful fashion, including science-technology interactions; scientific, personal, cultural and social values.	Describes practical activities that will relate to students in relevant and meaningful fashion, including science-technology interactions; scientific, personal, cultural and social values.	/2
Social Context	Little or no consideration of the social context.	Explains hypothetically how one might use human or institutional resources in the community to advance the education of students in science.			/1
Unifying Concepts	Little or no consideration of unifying concepts of science.	Explains vaguely how the unifying concepts of science will be addressed.	Explains in considerable detail how the unifying concepts of science will be addressed.		/2
Alignment with State Standards	Missing or addressed with so little detail as to be worthless.	Addresses Illinois Learning Standards including Application of Learning, but provides only minimal explanations.	Addresses Illinois Learning Standards including Application of Learning; provides detailed explanations.		/2
Legal, Safety, and Ethical Considerations	Little to no consideration given to safety concerns.	Safety concerns addressed, but important considerations left out.	Provides a summary of safety concerns related to unit; notes potential sources of harm, and ways to mitigate harm should a hazardous activity be included.	Developing plus provides an analysis of legal and ethical considerations to safety concerns as well; includes a risk-to-benefit analysis is appropriate.	/3
Sample Lesson Plans (2)	Enter average % here → _____			Normalized score from two sample lesson plans transferred here from Lesson Plan Scoring Rubric →	/33

Total Score _____ out of 75 points or _____%

Reviewer comments: