

## **Unit Plan Assignment Description and Assessment Rubric**

### Rationale:

The candidate will write a series of lessons that adhere to a common topic or theme. These lessons will be organized and documented as a “unit plan.” The unit plan will include an overview (topic, duration, grade level, goals/standards, activities, materials, assessments, adaptations), block plan, lesson plans and unit assessment tools. The candidate should learn to integrate his/her knowledge of developmental learning theory and curriculum/instruction design to produce an effective Unit Plan. It is important the candidate begins to explore his/her ability to organize, sequence and structure information into a cohesive learning experience for students. The candidate will utilize the basic guidelines of Direct Instruction to incorporate all the elements of lesson design. The candidate will practice his/her developing skills in curriculum, instruction, management and assessment. This is a first attempt at unit planning in the content-specific teacher training program. These skills should be further developed in the elementary methods or secondary content methods courses (EDU382) and practicum/student teaching experiences.

### Structure of the Assignment:

1. Use the unit plan format from the Student Teaching Handbook (attached below).
2. Reference the Lesson Plan and Unit Plan evaluation rubrics.
3. Utilize the Lesson Plan Checklist to develop various design elements.
4. Remember: simple to complex and concrete to abstract  
various types of instruction (discovery, group, cognitive)

### Elements to Include:

Headings

Goals/Standards for each lesson

Major Activities (introductory, developmental, culminating)

Materials for each lesson

Management Strategies for each lesson

Assessment tools for each lesson (formative and summative)

Special Needs adaptations/accommodations

Block Plan

Lesson Plans (for each day)

Unit Assessment Tool

**Unit Plan Format**  
**Unit Overview – I – VI**  
**(Elementary, Secondary, All-Grade)**

Co-op Teacher \_\_\_\_\_ Initial [   ]

Topic \_\_\_\_\_ Title of Unit \_\_\_\_\_

Duration of Unit \_\_\_\_\_ Student Teacher \_\_\_\_\_

Grade \_\_\_\_\_

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I. Unit goals/standards:

II. Major activities:

- A. Introductory
- B. Developmental
- C. Culminating

III. Major materials (include technology as appropriate):

IV. Assessment (Teacher Work Sample; summative assessment: create identical pre/post tests):

V. Management strategies:

VI. Adaptations for students with special needs:

**BLOCK UNIT**

Columns should reflect number of days per unit.

| Day 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Day 2 | Day 3 | Day 4 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|-------|
| <p><b>Goals:</b></p> <p><b>Standards:</b></p> <p><b>Objectives:</b> What do you want the students to know and be able to do at the end of the lesson.<br/>(Specifically, what will the students <u>do</u> to demonstrate learning)</p> <p><b>Materials:</b><br/>(Include technology)</p> <p><b>Set:</b><br/>(Specifically aligns to the objective)</p> <p><b>Purpose:</b><br/>(Specifically aligns to the objective)</p> <p><b>Body:</b><br/>(Model, guided practice, as necessary)</p> <p><b>Activities:</b><br/>(<u>Every activity</u> must align to the objective)</p> <p><b>Closure:</b> Formative Assessment – specifically align to the objective.<br/>(Secure <u>tangible</u> evidence of student learning)</p> <p><b>Assessment:</b> Formative (Independent Practice)<br/>Follow-up Decisions based on outcomes.</p> <p><b>Adaptations:</b><br/>(Special Needs Students/<br/>Differentiated Learning)</p> |       |       |       |
| Day 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Day 6 | Day 7 | Day 8 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |       |       |

Indiana Wesleyan University  
Unit Plan and Block Plan Development and Assessment Rubric (Revised)

**I. Unit Goals/Standards**

|                               | <b>Outstanding 4</b>                                                                                                                                                                                 | <b>Competent 3</b>                                                                                                                                      | <b>Emerging Competence 2</b>                                                                                                        | <b>Needs Improvement 1</b>                                                                                                        |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Connection to Standards       | The unit plan supports core curriculum content appropriate to the targeted student group and is well integrated with a course of study and aligned with appropriate state and/or national standards. | The unit plan includes connections to core curriculum with clear references to a course of study or to state and/or national curriculum standards.      | The unit plan contains some connection or reference to a standard course of study or to state and/or national curriculum standards. | The unit plan contains no connection or reference to a standard course of study or to state and/or national curriculum standards. |
| Number of Standards Addressed |                                                                                                                                                                                                      | The duration of the unit is appropriate for the quantity and significance of the standards; enough time is available to teach each standard adequately. | The unit plan has too many or too few standards for the allotted length of the unit.                                                |                                                                                                                                   |

**II. Major Activities**

|                                         | <b>Outstanding 4</b>                                                                                                                                                                                            | <b>Competent 3</b>                                                                                 | <b>Emerging Competence 2</b>                                                                                                                                                                                                  | <b>Needs Improvement 1</b>                                                                                                                                                    |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Appropriateness                         | The activities included in the unit are designed to take the learner from the introductory level to the mastery level of the unit topic. Student developmental levels are considered in the activity selection. | Unit activities are appropriate for the unit topic and the developmental level(s) of the learners. | Some activities are appropriate for unit content and student developmental level; it is unclear as to whether or not the activities selected will be sufficient to lead all students to mastery of unit knowledge and skills. | Unit activities are poorly selected and/or are inadequate for the scope and sequence of the unit plan; student developmental levels are not considered in activity selection. |
| Number of activities                    | The unit includes additional alternative activities for use if the primary activities fail to achieve the desired result.                                                                                       | The unit includes adequate activities for unit goals and objectives.                               | It is questionable as to whether or not the activities included will be sufficient for the scope of the unit topic.                                                                                                           | The number of activities is insufficient for the scope of the unit topic.                                                                                                     |
| Bloom's Taxonomy Multiple Intelligences | Unit activities address 3 or more levels of Bloom's Taxonomy and 4 or more Multiple Intelligences                                                                                                               | Unit activities address 2 or more levels of Bloom's Taxonomy and 3 or more Multiple Intelligences  | Unit activities address 1 level of Bloom's Taxonomy and 1 or 2 Multiple Intelligences                                                                                                                                         | Bloom's Taxonomy and Gardner's Multiple Intelligences are not considered in the unit plan.                                                                                    |

**III. Major Materials**

|  | <b>Outstanding 4</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Competent 3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Emerging Competence 2</b>                                                                                                                                                                                                                                                                    | <b>Needs Improvement 1</b>                                                                                                                                                                                                                                                                                                                  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>A rich variety of resources facilitate meeting standards through, for example, the creative use of technology, developmentally-appropriate literature, primary sources, guest speakers, etc. Each resource serves an identifiable purpose in the unit and increases all students' learning.</p> <p>Resources and materials are created specifically and intentionally for the unit; resources and materials borrowed from outside sources are identified as such and are adapted specifically for the purposes of the unit.</p> | <p>A reasonable number and variety of identifiable resources are used to support student learning relative to unit standards. Resources are well organized by type and/or how they will be used in the unit, by whom, and for what purposes.</p> <p>Resources and materials are created specifically and intentionally for the unit; resources and materials borrowed from outside sources are identified as such and are adapted specifically for the purposes of the unit.</p> | <p>An attempt has been made to list adequate and appropriate resources for teachers and students, but additional resources may be necessary to adequately meet unit standards and goals.</p> <p>Resources and materials borrowed from outside sources are poorly adapted and/or identified.</p> | <p>Few resources are cited for teachers and students. Some materials appear to be inappropriate for the developmental or other needs of students. There appears to be a haphazard connection to lesson standards and a random collection of unrelated materials.</p> <p>Borrowed materials and resources are not adapted or identified.</p> |

**IV. Assessment**

|                                     | <b>Outstanding 4</b>                                                                                                                                                                                                                                                             | <b>Competent 3</b>                                                                   | <b>Emerging Competence 2</b>                                                                                                                               | <b>Needs Improvement 1</b>                                                               |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Assessment Plan                     | The assessment plan is clearly aligned with and addresses all unit standards and goals. Identified assessments allow students to demonstrate learning in a variety of ways.                                                                                                      | The assessment plan is clearly linked to and addresses all unit standards and goals. | The links between the assessment plan and unit standards and goals could be clearer. Students are provided few alternatives to demonstrate their learning. | Little or no connection exists between the assessment plan and unit standards and goals. |
| Assignment descriptions and rubrics | The descriptions for all assessments are clear and sufficiently detailed to enable full student understanding of what is being asked of them.<br><br>Rubrics detailing the essential elements of each assessment as well as levels of performance for each element are included. | All assessments are adequately described; rubrics for most assessments are included. | Assessment descriptions are unclear; rubrics are not well thought out.                                                                                     | Assessments are poorly described; rubrics are not included.                              |
| Formative and summative assessments | Both formative and summative assessments are completely aligned with unit standards/goals/objectives and are included as essential elements of the design and structure of the unit plan.                                                                                        | The assessment plan includes both formative and summative assessments                | Included assessments are included but appear to be an afterthought and/or not essential elements of the instructional design.                              | The assessment plan does not include both formative and summative assessments            |

**V. Management Strategies**

|  | <b>Outstanding 4</b>                                                                                                                                                              | <b>Competent 3</b>                                                                                                                                                  | <b>Emerging Competence 2</b>                                                                                                                                                            | <b>Needs Improvement 1</b>                                                                                                   |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
|  | The unit management plan is thoughtfully and thoroughly designed; the plan is designed to enable all students to be on task and successfully engaged in the business of learning. | The unit management plan takes into account the content of the unit, the materials and activities included in the unit, and the needs of the children being taught. | A management plan is included, but important considerations are left out and/or the scope of the management plan is not sufficient to address the unique requirements of the unit plan. | The unit management plan is incomplete or poorly conceived; there is little connection between the plan and unit activities. |

**VI. Adaptations Special Needs**

|  | <b>Outstanding 4</b>                                                                                                                                                       | <b>Competent 3</b>                                                         | <b>Emerging Competence 2</b>                                                                                 | <b>Needs Improvement 1</b>                                                |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
|  | Adaptations for students with special needs are thorough and detailed. Adaptations are designed to allow special-needs students to participate fully in lesson activities. | The unit plan includes appropriate adaptations for special-needs students. | Included adaptations are incompletely developed and/or are not well correlated with UP goals and objectives. | No consideration for special-needs students is included in the unit plan. |

**VII. Unit Block Plan (calendar of lessons):**

|  | <b>Outstanding 4</b>                                                                                                                                                                                                                | <b>Competent 3</b>                                                       | <b>Emerging Competence 2</b>                                                                  | <b>Needs Improvement 1</b>                                                                                 |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
|  | Each required element in the Unit Block Plan is developed thoroughly and completely. The block plan provides visual ‘proof’ that the standards, goals and objectives are being met and are aligned with activities and assessments. | Each required element in the Unit Block Plan is appropriately addressed. | Each required element in the Unit Block Plan is addressed; some elements are under developed. | Not all elements in the Unit Block Plan are addressed; most elements are poorly or incompletely developed. |

**VII. Grammar/Mechanics/Construction**

|  | <b>Outstanding 4</b>                                                                                                                                                                                           | <b>Competent 3</b>                                                                                                                                                                           | <b>Emerging Competence 2</b>                                                                                                                                                                                                                           | <b>Needs Improvement 1</b>                                                                                                                                 |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Grammar is consistently accurate; subjects agree with verbs in number and tense; pronouns agree with antecedents; point of view is consistent; spelling and punctuation are accurate; no typographical errors. | Grammar is accurate; noun/verb agreement, and pronoun/antecedent agreement is mostly accurate; point of view is consistent; few errors in spelling and punctuation; no typographical errors. | Sentences are generally correct in structure; may display isolated serious errors in grammar and punctuation or frequent minor errors that do not interfere substantially with meaning or do not greatly distract the reader; occasional misspellings. | The unit plan may contain serious and distracting errors in grammar and punctuation as well as numerous irritating minor errors and frequent misspellings. |

| <b>Unit Plan Summative Assessment</b> |    |                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |     |
|---------------------------------------|----|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| I. Unit Goals/Standards               |    | IV. Assessment                            | Note to Faculty:<br><br>While unit plans submitted for class assignments may be scored on a scale appropriate for the class, UPs submitted for student-teaching defense must be scored on this 52-point scale. In addition, unit plans submitted with the ST portfolio:<br>a. must include this scale with the individual element scores; and<br>b. Must be signed by a faculty member signifying that the UP meets program quality expectations |     |
| Connection to Standards               | /4 | Assessment Plan                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                  | /4  |
| Number of Standards Addressed         | /4 | Assessment Descriptions and Rubrics       |                                                                                                                                                                                                                                                                                                                                                                                                                                                  | /4  |
| II. Major Activities                  |    | Formative and Summative Assessments       |                                                                                                                                                                                                                                                                                                                                                                                                                                                  | /4  |
| Appropriateness                       | /4 | V. Management Strategies                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                  | /4  |
| Number of Activities                  | /4 | VI. Adaptations Special Needs             |                                                                                                                                                                                                                                                                                                                                                                                                                                                  | /4  |
| Bloom’s Taxonomy                      | /4 | VII. Unit Block Plan (Calendar of Events) |                                                                                                                                                                                                                                                                                                                                                                                                                                                  | /4  |
| III. Major Materials                  | /4 | VIII. Grammar/Mechanics/Construction      |                                                                                                                                                                                                                                                                                                                                                                                                                                                  | /4  |
|                                       |    | Total                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                  | /52 |
|                                       |    | Passing = 40/52                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |     |
|                                       |    | No individual element score may be < 2    |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |     |