

CU Lesson / Unit Plan Rubric

by CumberlandUniv ExhibitCenter

Assessment

Purpose & Use

The purpose of the assessment is to ensure that students create an effective, integrated, standards-based unit plan for any grade level. It is to be used during course work, and is used to assess lesson plans during the student teaching semester. The CU School of Education candidate proficiencies assessed in this rubric are listed below the rubric.

Performance Assessment

	Target (3 pts)	Proficient (2 pts)	Developing (1 pt)	Unacceptable
Content (2, 20%) TN-CU-SOE-SA.1P1 TN-CU-SOE-SA.7P1	Interesting, relevant, and rigorous content. Connected to other subject areas. Includes multiple perspectives or ways of thinking about content. Addresses ranges of ability and background knowledge.	Covers adequate content for thorough, accurate lesson. Includes activity and attempt is made to connect material to lived experience of students.	Some minor inaccuracies may be present. Material is moderately interesting or relevant. Some content may be repetitive or incomplete.	Too many inaccuracies. Content is uninteresting and not engaging. Breadth or depth of examination of content is inadequate. No apparent attempt to connect material to students' lives.
Instructional Strategies (2, 20%) TN-CU-SOE-SA.2P1 TN-CU-SOE-SA.3P5 TN-CU-SOE-SA.4P7	Multiple strategies used to engage individuals and groups to high performance and mastery through active learning. Strategies not only lead to knowledge of content but problem solving skills development.	Suitable strategy or -ies used to promote active learning and that allow for variation in activity, including independent and collective exploration of content. More than one representation of concept included.	A single, effective strategy is employed in a way that ensures that students are able to construct accurate understanding of concepts.	A single strategy is used that may not allow for independent or collective construction of knowledge accurately.
Assessment (2, 20%) TN-CU-SOE-SA.8K5 TN-CU-SOE-SA.8P2	Lesson includes opportunities for on-the-fly formative assessment(s) that can enhance delivery. Post-lesson assessment not only accurately gauges mastery but presents opportunity for enhancing understanding.	Assessment of lesson will likely accurately gauge mastery and understanding.	Assessment of lesson will likely gauge mastery and understanding of most of the material presented.	Assessment is inaccurate, too easy or too difficult. Will not provide opportunity for teacher to gauge understanding and change or revisit delivery method.
Organization and Development (1, 10%) TN-CU-SOE-SA.3K2	Information is very organized; a very well-constructed and complete lesson. Adequately addresses	Information is contained in solid, basic lesson plans. Addresses at least 2 types of learning	Information is basically organized, but lessons lack an essential part. Adequately presents	The information is disorganized and incomplete. Is not age or grade appropriate.


TN-CU-SOE-SA.7P3 TN-CU-SOE-SA.7P4 TN-CU-SOE-SA.7P5	multiple learning styles.	style.	material in a way that ensures most students will understand.	
Mechanics (1, 10%) TN-CU-SOE-SA.6K1 TN-CU-SOE-SA.6K4 TN-CU-SOE-SA.6P3	No grammatical, spelling, or punctuations errors.	Three or fewer grammatical, spelling, or punctuation errors.	Four to six grammatical, spelling, or punctuation errors.	Many grammatical errors.
Integrated TN Curriculum Standards (1, 10%) TN-CU-SOE-SA.7K3	Standards in LP are appropriate. Other standards beyond TN Curriculum standards included (e.g. INTASC)	Standards are included, but include one or two too many or too few.	Some standards included, but are inappropriate to lesson. Far too many or not enough listed.	No Standards in lesson plan.
Resources (1, 10%) TN-CU-SOE-SA.1P4	Materials are completely listed. Other resources such as field trips, guest speakers, and supplementary artifacts are also included.	Materials are completely listed. Two other resources such as field trips, guest speakers, and supplementary artifacts are also included.	Materials are completely listed. One other resource such as a field trip, guest speaker, or supplementary artifact is also included.	Materials are not listed. Other resources such as field trips, guest speakers, and supplementary artifacts are not included.

Standards

- TN-CU-SOE-SA.1P1** Candidates demonstrate a comprehensive understanding of their subject matter by being able to plan instruction and make subject matter meaningful to students.
- TN-CU-SOE-SA.1P4** Candidates can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
- TN-CU-SOE-SA.2** Learning Theory - Candidates understand how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- TN-CU-SOE-SA.2P1** Candidates use knowledge of child development and group performance to provide learning opportunities that support learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.
- TN-CU-SOE-SA.3P5** Candidates can select and use various teaching methodologies, strategies, and resources and support mechanisms that are sensitive to the multiple experiences of learners and to develop learning communities.
- TN-CU-SOE-SA.4P7** Candidates develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.
- TN-CU-SOE-SA.6K1** Candidates realize that as teachers all of their actions – intentional or not – represent nonverbal as well as verbal communication between the

school and the community.

- TN-CU-SOE-SA.6K4** Candidates know about and can use effective verbal, nonverbal, and media communication techniques.
- TN-CU-SOE-SA.6P3** Candidates model effective skills in writing, reading, and speaking English clearly in conveying ideas and information not only with students, but with colleagues and community members.
- TN-CU-SOE-SA.7P1** Candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- TN-CU-SOE-SA.8K5** Candidates know how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.
- TN-CU-SOE-SA.8P2** Candidates use multiple methods for measuring student growth and understanding to enhance their knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies and they can clearly explain student performance to parents.

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