Regis Unit Plan Rubric

Student Name: _____ Course: _____
Instructor Name: _____ Session/Year: _____

This rubric is for use with lesson plans created using the Regis template. For specific information about each element, refer to the *Unit Plan Description* on the Regis website.

Criteria	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	Pts. x % =
Basic Information: **Title** **Content Area** **Grade** **Duration**	Required elements are missing.	All required elements are given, but not all are correct.	All required elements are clearly identified; activities are appropriate for class period(s) of stated length.	All required elements are clearly identified; activities are appropriate for class period(s) of stated length; amount of time for each activity is specified.	
Foundations of Instruction: **State Content Standards (SCS) Benchmarks** **Objectives** *Discipline Knowledge Proficiency*	Appropriate SCS and benchmarks are missing or incomplete. Objectives are unclear or stated incorrectly or in non-behavioral terms.	Appropriate SCS and benchmarks for subject area content are given, but lack specificity to lessons in unit. Some objectives stated incorrectly or in non-behavioral terms.	All specific SCS and benchmarks for subject area content are given. All objectives stated in behavioral terms and align with SCS and benchmarks.	All specific SCS and benchmarks for subject area content are given; tasks aligned with specific performance-based standards. All objectives stated in behavioral terms and align with and clearly support SCS and benchmarks.	
Teaching the Lesson: **Pre-Assessment/ Activating Background Knowledge**	Pre-assessment is missing or vaguely relates to unit objectives and post-assessment.	Pre-assessment is somewhat related to unit objectives and post-assessment and attempts to activate students' background knowledge.	Pre-assessment is related to unit objectives and post-assessment and activates students' background knowledge.	Pre-assessment is specifically related to unit objectives and post-assessment and effectively activates students' background knowledge.	
Pre-Assessment **Formative** **Summative**	Assessment formats may be unclear or not relevant to unit standards and objectives.	Assessment formats are described and somewhat relevant to unit standards and objectives.	Assessment formats are specifically described, directly relate to unit standards and objectives, and are measurable.	Assessment formats are specifically described, directly relate to unit standards and objectives, are measurable; specific assessment tools are provided.	
Assessment: **Data Collection**	Little or no data is collected; student achievement is poorly documented.	Some data is collected that results in partial documentation of student achievement.	Sufficient data is collected using a grading system that allows for adequate documentation of student achievement.	Thorough data is collected using a clear grading system that allows for documentation of student achievement and analysis of the success of unit objectives.	

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Adaptations: **Differentiation/ UDL Considerations** **Preparing Class for Lesson**	Vague or no reference to differentiation/modifications is given. Vague reference to expected behaviors and transitions is given.	Incomplete differentiation is given. Description of learning barriers and modifications may be unclear or missing. General references to expected behaviors and transitions are given.	Specific differentiation is provided, including description of learning barriers and appropriate modifications. Specific expected behaviors and transitions are given.	Specific differentiation is provided for each task as necessary, including description of learning barriers and thoughtful modifications. Specific and clearly defined expected behaviors and transitions are given.	
Resources: **Materials** **Technology Integration**	Resources and materials are incomplete. No technology used.	Some resources and materials lack specific details. Technology integration attempted but does not clearly support unit objectives.	All resources and materials are listed in detail; all appropriate bibliographic info is given. Technology integration clearly supports unit objectives and SCS.	All resources/materials listed in detail; all appropriate bibliographic info cited in APA format. Technology integration clearly supports unit objectives in a creative and challenging way.	
Daily Lessons and Activities *Instruction, Critical Thinking & Learning Theory Proficiencies*	Attached lesson plans include limited instructional strategies and activities that may relate to the unit objectives, or lesson plans are not attached or lack use of instructional strategies. Anticipatory set, teacher input, guided practice and independent practice activities are unclear or do not relate to unit objectives or meet student needs. Review and/or closure are unclear or missing from some or all lessons.	Attached lesson plans include a few instructional strategies and activities that somewhat relate to the unit objectives. Anticipatory set, teacher input, guided practice and independent practice activities in some or all lessons weakly relate to unit objectives and/or attempt to meet student needs. Some lessons conclude with a review and closure.	Well written attached lesson plans include a variety of several instructional strategies and activities that relate to the unit objectives. Anticipatory set, teacher input, guided practice and independent practice activities in all lessons relate to unit objectives and adequately meet student needs. All lessons conclude with a purposeful review and closure.	Thoroughly written attached lesson plans include a wide variety of effectively implemented instructional strategies and activities that clearly relate to the unit objectives. Anticipatory set, teacher input, guided practice and independent practice activities in all lessons are engaging, purposeful, and fully developed to meet student needs. All lessons conclude with a creative and meaningful review and closure.	
Summarize Evaluate/ Reflect	Notes and reflections are provided but unclear.	General comments about the lesson are given, in regards to classroom environment, transitions, or objectives and student needs being met.	General comments about the lesson are given; some relevant changes suggested, in regards to classroom environment, transitions, and objectives and student needs being met.	Specific changes or strengths about the lesson are given, in regards to classroom environment, transitions, and objectives and student needs being met.	
Conventions *Communication Proficiency*	Numerous errors cause lack of clarity or readability.	Many mechanical errors are present; readability is not affected.	Few mechanical errors are present; readability is not affected.	Virtually free of mechanical errors (grammar, spelling, usage, punctuation).	
				TOTAL SCORE:	