Portfolio Rubric

4	3	2	1
Instructional design addresses standards and objectives.			
My Unit Plan clearly shows how the work my students do will help them meet the standards and objectives.	My Unit Plan shows how the work my students do will help them meet the standards and objectives.	My Unit Plan shows that some of the work students do in my Unit Plan addresses standards and objectives.	My Unit Plan shows that very little of the work students do in my unit addresses standards and objectives.
Instructional design addresses 21st century skills.			
In my unit plan, I provide instruction, modeling, and multiple opportunities for students to refine and develop relevant 21st century skills.	In my unit plan, I provide instruction and modeling to help students refine and develop relevant 21st century skills.	Students practice 21st century skills during the unit, but they receive little instruction to support their development.	Students rarely use 21st century skills during the unit.
Instructional design incorporates Curriculum-Framing Questions (CFQs).			
My unit integrates CFQs to focus student learning on important concepts and big ideas throughout the unit.	My unit uses CFQs to focus student learning on important concepts and big ideas multiple times in the unit.	The use of CFQs in my unit is superficial because they are not used to focus student learning.	My unit does not address CFQs.
Instructional design uses project approaches.			
In my unit, students have many choices about how they demonstrate their learning. They create authentic products and performances developed through connected tasks and activities.	In my unit, students have some choices about how they demonstrate their learning. They create products and performances developed through connected tasks and activities.	In my unit, students have few choices about how they demonstrate their learning. They complete discrete activities that do not connect to a final product or performance.	My students do not demonstrate their learning through products or performances.
Instructional design addresses student differences.			
My unit provides well-defined and thoughtful accommodations to support diverse learners.	My unit provides accommodations to support diverse learners.	My unit provides minimal accommodations to support diverse learners.	My unit does not provide any accommodations to support diverse learners.
Technology integration supports content learning.			
In my unit students use technology to enhance conceptual understanding and develop content specific skills and strategies.	My students use technology to understand important content concepts and develop content-specific skills.	My students use technology to explore content concepts.	My students' use of technology is superficially related to content.
Technology integration supports 21st century skills.			
Technology enhances learning in my unit by creatively supporting and developing a variety of 21st century skills appropriate for the tasks and content	Technology enhances learning by supporting the development of relevant 21st century skills appropriate for the tasks and content.	Technology supports the practice of some 21st century skills.	Technology does not support the practice of 21st century skills.

Technology integration meets student and classroom needs.

In my unit, my students use technology that is appropriate for all ability levels and interests in ways that challenge their skills while building proficiency.	My students usually use technology that is age appropriate and meets the needs of diverse learners.	My students occasionally use technology that is age appropriate.	Students seldom use technology, and when they do us it, the technology is often inappropriate for their ability levels or interests.
The technology in my unit is reasonable and feasible given the specific circumstances of my teaching situation.	The technology used in my unit is reasonable although somewhat difficult given the specific circumstances of my teaching.	The technology used in my unit takes a great deal of effort on my part.	Given the specific circumstances of my teaching situation, the technology used in my unit is not feasible.

Assessment strategies address standards and objectives.

My assessments clearly and thoroughly address all targeted standards and learning objectives, emphasizing content and processes over traits such as organization and appearance.	My assessments address all targeted standards and learning objectives and emphasize content learning.	My assessments address some targeted standards and learning objectives.	My assessments address few targeted standards and learning objectives.

Assessment strategies are student-centered.

In my unit, students contribute to the creation of assessments and frequently assess themselves and peers.	In my unit, students may contribute to the creation of assessments and assess themselves and peers.	In my unit, students may assess themselves and peers.	In my unit, students have little or no involvement in their assessment.
The assessments in my unit have specific criteria that define quality. My assessments make it easy for students to measure their work against expectations.	The assessments in my unit have criteria that define quality. Students can use my assessments to measure their work against expectations.	The assessments in my unit lack clear criteria for my students to measure their work.	Students cannot use my assessments to measure their work.

Assessment strategies are varied and ongoing.

In my unit, a variety of informal and formal methods are used throughout the instructional cycle to meet all five assessment purposes.	In my unit, informal and formal methods are used throughout the instructional cycle to meet all five assessment purposes.	In my unit students are assessed infrequently and in traditional ways to meet some assessment purposes.	Students are assessed in traditional ways at the end of the unit.