

Unit Work Sample Rubric

Newberry College Education Department

Assessment Rubric

	Excellent (4 pts)	Proficient (3 pts)	Developing (2 pts)	Beginning (1 pt)
1 Contextual Factors	Comprehensive understanding of the characteristics of the community /school/ classroom and setting demands that may affect learning. Detailed description of relevant student characteristics is provided. Several specific implications of these characteristics for instruction and assessment are provided.	Understanding of the characteristics of the community/school/classroom and setting demands that may affect learning. Description of at least three student characteristics is provided. Some general implications for instruction and assessment are provided.	Little understanding of the characteristics of the community/school/classroom and setting demands that may affect learning. Description of at least two student characteristics is provided. Minimal implications for instruction and assessment.	No understanding of the characteristics of the community/school/classroom and setting demands that may affect learning. No understanding of individual student differences that may affect learning. No implications for instruction and assessment.
2 Learning Goals	No more than four clearly and appropriately stated learning goals. All depict conceptual level of thinking. All aligned with most appropriate state standards. Excellent table provided. Compelling rationale for unit content beyond inclusion in state standards.	No more than four learning goals, most clearly and appropriately stated. Most depict conceptual level of thinking. All are aligned with state standards. Table provided. Clear rationale for unit content beyond inclusion in state standards.	Goals are inadequate and not clearly or appropriately stated. Most do not depict conceptual level of thinking. Most not aligned with state standards or not properly aligned. Inadequate table. Vague rationale for unit content.	Incompletely or inappropriately provided. No rationale for unit content.
3 Assessment Plan	Each learning goal is thoroughly assessed before, during, and after instruction with multiple types of assessment.	Each learning goal is adequately assessed before, during and after instruction with multiple types of assessment.	One learning goal is not adequately assessed before, during, and after instruction with multiple types of assessment.	More than one learning goal is not adequately assessed before, during, and after instruction with multiple types of assessment.
4 Pre-Post Assessments	Assessments appear to be valid; criteria for success and scoring procedures clearly and thoroughly explained; all or most items or prompts well written and address conceptual thinking (not rote memory). Pre- and post-assessments attached.	Assessments appear to have some validity; criteria for success and scoring procedures explained; many items well written and address conceptual thinking (not rote memory). Pre- and post-assessments attached.	Assessments have validity flaws. Criteria for success and scoring procedures poorly explained; very few items well written and address conceptual thinking (not rote memory). Pre- or post-assessment missing.	Assessments are not valid; criteria for success and scoring procedures absent; most items poorly written and do not address conceptual thinking. Pre- and post-assessments missing.
5 Results of Pre assessment	Patterns of student performance on pre-assessment clearly represented for each learning goal; clear and thorough description of impact pre-assessment results will have on instruction.	Patterns of student performance on pre-assessment described for each learning goal; some description of impact pre-assessment results will have on instruction.	Patterns of student performance on pre-assessment described for most learning goals; little description of impact pre-assessment results will have on instruction	Patterns of student performance on pre-assessment not described; no description of impact pre-assessment results will have on instruction.

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6 Lesson Plans	Each lesson plan refers to the numbered learning goals. The procedures and adaptations are comprehensive, and the assessments are attached. Reflections are thorough and linked to student learning. Every lesson plan meets all criteria set by each program area and lessons are logically sequenced.	Each lesson plan refers to the numbered learning goals. The procedures and adaptations are adequate, and the assessments are attached. Reflections address student learning. Most lesson plans meet all criteria set by each program area, and lessons are logically sequenced.	Most lessons refer to numbered learning goals. The procedures and adaptations are not always present, and only some of the assessments are attached. Few lesson plans meet all criteria set by each program area, and lessons are not always logically sequenced.	Few lessons refer to numbered learning goals. There are very few assessments attached. Criteria set by each program area are not met, and lessons are not logically sequenced.
7 Instructional Decision Making	Thorough explanation of the relationship of 2 or more varied unit activities to the learning goals, pre-assessment and contextual factors; Thorough explanation of two times student responses caused modification of instructional plans and clear data to show impact of the modifications; Thorough explanation of use of technology and assistive technology.	Adequate explanation of the relationships of 2 varied unit activities to the learning goals, pre-assessment and contextual factors; Adequate explanation of one time that student responses caused modification of instructional plans and some data suggesting impact of the modifications; Adequate explanation of use of technology and assistive technology.	One explanation left out related to unit activities, instructional modification, or technological decisions. Several of the explanations are vague and do not present compelling factors for the decisions, and scanty data for their impact. Some of the activities described do not vary.	More than two explanations are left out related to unit activities, instructional modification, or technological decisions. Most of the explanations are vague and do not present compelling factors for the decisions or data showing impact. Activities described are not varied.
8 Summary Table	All information in the table clearly labeled and presented with no errors. Pre- and post-scores and summary data computed accurately.	All information in the table clearly labeled and presented with fewer than 2 errors. Pre- and post-scores and summary data computed accurately.	Information in the table is not clearly labeled or presented. Errors detected in computations.	Incomplete information in the table or no table.
9 Summary of Class progress	Demonstrates careful and insightful analysis of the academic performance of the students and several specific instructional strategies and adaptations to ensure mastery of most difficult learning goal.	Demonstrates some analysis of the academic performance of the students and at least two instructional strategies and adaptations to ensure mastery of most difficult learning goal.	Provides only superficial analysis and little insight into strategies that could ensure mastery of most difficult learning goal	Poor or missing analysis of academic performance of the class.
10 Subgroup Analysis	Careful and thorough analysis of subgroup differences for one characteristic with clear table and insightful summary and recommendations.	Some analysis of subgroup differences for one characteristic with adequate table and adequate summary and recommendations.	Weak or inadequate analysis of subgroup differences. Confusing graph or table.	Analysis of subgroup differences is missing
11 Mechanics	WS is well organized, clear, and thorough & follows exact format requirements. Learning goals are numbered throughout. Demonstrates strong standard English usage and writing skills with no mechanical errors.	WS is adequately organized, and follows format requirements. Learning goals are numbered throughout. Demonstrates appropriate standard English usage and writing skills with few mechanical errors.	WS is poorly organized, unclear in parts, and follows few format requirements. Learning goals not clearly numbered throughout. Does not demonstrate appropriate level of standard English usage and writing skills	WS is not organized, is unclear, and follows no format requirements. No learning goals are numbered. Inappropriate English usage.