Unit analysis map – Formative rubric

| UAM Feature | Not yet | Met |
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| Step 1 - Topic and standards | Your topic is linked to either the NC essential standards or the reading CCSS or the writing CCSS, but not all. Improve your work by linking your learning segment to each set of standards. Be sure to have addressed in the standards the content objectives of this learning segment (as detailed by the NC Essential Standards) and the processes required in this learning segment (as detailed by the CCSS in Reading and Writing). | Your topic is at least loosely linked to the NC content essential standards and the reading and writing CCSS. Be sure to follow up in your planning by addressing both content and skills/processes in your learning segment. |
| Step 1 – Learner needs | You either somewhat or do not at all identify learners’ needs and provide some possible general solutions to help meet those learner needs. You can improve your work by (a) detailing more clearly the learning barriers for the students and (b) providing more detailed interventions based in theory and research. | You adequately identify learners’ needs and provide at least moderately detailed possible solutions to help meet those learner needs. You can improve your work by including interventions based in theory and research. |
| Step 2 – Previous skills and knowledge needed | Your previous skills and knowledge are not linked to the content and skills/processes required by your selected learning targets (NCSSES and CCSS R&W). Be sure your previous skills and knowledge identified are directly tied to BOTH the identified goals from NCSSES and CCSS and the summative assessment. | Your previous skills and knowledge are linked to the content and skills/processes required by your selected learning targets (NCSSES and CCSS R&W). Your previous skills and knowledge are directly tied to BOTH the identified goals from NCSSES and CCSS and the summative assessment. |
| Step 2 – Summative assessment | Your summative assessment addresses some (at least 2-3) or none of the following:  (a)Requires creation/generation/synthesis;  (b) Students show understanding and/or application of skills. Not just knowledge.  (c)Integrates/encompasses material from throughout the learning segment covered by the task  (d) Addresses “what matters?” from a content perspective (i.e. it focuses on major concepts and themes taken directly from the standards  (e) Engaging (intellectually, not just fun), causing higher level thinking  (f) Requires an observable, demonstrable, or measurable outcome (provides data relative to stated criteria taken from the standards) | Your summative assessment addresses most (at least 4) of the following:  (a)Requires creation/generation/synthesis;  (b) Students show understanding and/or application of skills. Not just knowledge  (c)Integrates/encompasses material from throughout the learning segment covered by the task  (d) Addresses “what matters?” from a content perspective (i.e. it focuses on major concepts and themes taken directly from the standards  (e) Engaging (intellectually, not just fun), causing higher level thinking  (f) Requires an observable, demonstrable, or measurable outcome (provides data relative to stated criteria taken from the standards) |
| Step 3 – Content outline | Content outline is of limited or insufficient breadth (amount of material covered) and depth (detail of subtopics and specific details for each content point). You have failed to cover some major topics in your outline that are needed to assure complete content coverage based on concepts/themes in the essential standards. You can improve your work by assuring that you have covered material sufficient to cover related essential standards (pull themes directly from the standards) and you can hone your outline by assuring that each term within your content outline is defined. | Content outline is of sufficient breadth (amount of material covered) and depth (detail of subtopics and specific details for each content point) at this stage. You can now further improve your work by assuring that each term within your content outline is defined and/or explained. You must define each term in your outline to show sufficient content coverage in order to score at the highest level of the rubric on the final assessment. |
| Step 3 – Academic language | You have focused your academic language almost exclusively on a limited amount of content vocabulary. You can improve your work by first assuring you have addressed all relevant content vocabulary from your content outline and second by assuring you are identifying other types of academic language demands , most especially, language functions. | You have focused your academic language almost exclusively on appropriate and adequate content vocabulary. You can improve your work by assuring you are identifying other types of academic language demands, most especially, language functions. |
| Step 4 – Lesson topic, EQ, and related standards | Your lesson topic, essential question, and related standards are not really aligned. These elements must all three be in clear alignment. First, make sure that your lesson essential question (LEQ) arises from the standards and addresses the heart of your lesson topic. Second, Your lesson essential question is too narrowly focused and does not address material from throughout the lesson. Improve your work by assuring your LEQ is open-ended (How, why, In what ways…) and requires synthesis of material from throughout the lesson. | Your lesson topic, essential question, and related standards are all in clear alignment. Be sure that your lesson essential question (LEQ) is not too narrowly focused and that it addresses material from throughout the lesson. Improve your work by assuring your lesson essential question is open-ended (How, why, In what ways…) and requires synthesis of material from throughout the lesson. Upon any rewording of the LEQ, be sure that topic, LEQ, and related standards continue to be aligned. |
| Step 4 – Formative assessments | Your formative assessments are focused mostly on objective assessment items (worksheets or MC/fill in the blank/matching quizzes) and do not require students to synthesize knowledge learned in the lesson to produce some observable (you can see it), demonstrable (they can show it), or measurable (you can measure it) product. As a result, these FORMATIVE ASSESSMENTS fail to really build on one another to lead to development of content and skill sets that will be used in completing the summative assessment.  Improve your work by reworking your FORMATIVE ASSESSMENTS to synthesis oriented products that lead to a development of content and skill sets that will be used in completing the summative assessment. For instance, if your SUMMATIVE ASSESSMENT is an argumentative essay, an FORMATIVE ASSESSMENTS may very well be an activity where students must identify pros and cons of a given position on an arguable topic in your unit. | You provide sufficient, if basic, formative assessment(s). Your FORMATIVE ASSESSMENTSs align with the related standards and your LEQ. Your FORMATIVE ASSESSMENTSs require students to synthesize knowledge learned in the lesson to produce some observable (you can see it), demonstrable (they can show it), or measurable (you can measure it) product. These products can be either formal (graded) or informal (non-graded). Further, these FORMATIVE ASSESSMENTSs build upon one another to lead to a development of content and skill sets that will be used in completing the summative assessment. |
| Step 5 – lesson instructional activities | Your lesson instructional activities are somewhat diverse (including some use of technology and multiple intelligences) and address less than two common core/essential standards areas (content, reading, and writing). You can improve this section by assuring that all three ES/CCSS areas (content, reading, writing) are covered in your lesson and by making use of more varied approaches to teach (including technology and/or multiple intelligences strategies) and by overtly aligning your instruction to meet the expectations of the formative performance tasks. | Your lesson instructional activities are somewhat diverse (including some use of technology and multiple intelligences) and address at least two of the common core/essential standards areas (content, reading, and writing). You can improve this section by assuring that all three ES/CCSS areas (content, reading, writing) are covered in your lesson and by making use of more varied approaches to teach (including technology and/or multiple intelligences strategies) and by overtly aligning your instruction to meet the expectations of the formative performance tasks. |
| Step 5 – lesson academic language | For each lesson, you focused your academic language almost exclusively on limited content vocabulary. You have not fully considered language functions (thinking and instructional language). You can improve your work by assuring you are identifying both types of academic language sufficiently | For each lesson, you adequately addressed most academic language considerations including: vocabulary and language functions. You can improve your work by assuring you are identifying both types of academic language sufficiently. |
| Step 5 - UDL | The lessons collectively fail to provide varied approaches for differentiating instruction in the lesson for students with varying learning styles by not taking full advantage of Gardner’s MI approaches in your lessons. | The lessons collectively provide varied approaches for differentiating instruction in the lesson for students with varying learning styles by not taking full advantage of Gardner’s MI approaches in your lessons. These varied approaches are based either on student IEP and/or 504 plans or research and best practices regarding students with the stipulated learning consideration. |