

ESEC 320
Scoring Guide for Assignment # 2:
Unit Design for Elementary Level

Please include this rubric along with your unit.

Assignment: UNIT	ACEI Standards	NCATE attributes	Unacceptable	Acceptable	Target	Total points
Part 1: Introduction & Research (group grade)						
Thematic web using <i>Inspiration 8</i>	2.4, 2.8, 3.1	K,S				
Definitions of key concepts of unit are provided	2.4	K				
Socio-political context(s) included.	2.8	K				
Reasons for teaching topic in the classroom are clearly addressed	1, 2.8, 5.1	K, D				
Information on how to teach this topic is included	3.1	K, S				
Age/thematic appropriate Curriculum resources are identified and recorded in an annotated bibliography, as specified in assignment description.	1, 2.1, 3.1, 5.1	K, S				
Part 2: Application of UbD planning (group grade)						
Stage 1: Identified results	1, 2.4, 2.8	K, S				
Stage 2: Determined acceptable evidence	1, 4	K, S				
Stage 3: Plan learning activities and instruction	1, 2.4, 2.8, 3.1, 3.3,	K, S				

Assignment UNIT	ACEI standard	ACEI attributes	<u>Unacceptable</u> 1	<u>Acceptable</u> 3	<u>Target</u> 5	<u>Points</u>
Part 4: Completed Unit (group grade)						
Cover page: Course , title and curriculum designers' names included.	n.a					
Table of contents with page numbers	n.a					
Professional presentation: Clean, typed, organized and neat.	5.1	S				
Professional use of grammar/spelling.	5.1	K, S				
Appropriate citations and references using A.P.A. style 5 th Edition.	5.1	K, S				
ACEI Standard 2.8: Connections across the curriculum. Adapted from: Association for Childhood Education International. (2002). Retrieved February 10, 2006, from http://www.acei.org/rubrics2e.htm						
<u>Elements of Standard 2.8</u>	<u>Attributes</u>	<u>Unacceptable</u> 1	<u>Acceptable</u> 3	<u>Target</u> 5	<u>Points</u>	
1. Candidates know and understand the Connections among concepts, procedures, and applications from content areas. a. Connections are made among concepts, procedures, and applications across the content areas.	K,, D	Integrated unit shows insufficient evidence for element a.	Integrated unit shows some clear evidence of recognizing element a.	Integrated unit shows clear evidence of thorough application of element a.		
2. Candidates use this knowledge and understanding to motivate students and to build understanding. a. Plans include developmentally appropriate ways to motivate students and build understanding. b. Plans include the use of multiple perspectives to understand complex issues.	K,S, I	Integrated unit shows insufficient evidence for elements a & b, or elements are unclear.	Integrated unit shows some evidence of recognizing elements a & b.	Integrated unit shows clear evidence of thorough application of elements a & b.		
3. Candidates encourage students to apply their knowledge, skills, tools, and ideas across fields of knowledge, to real world issues.	K,S, I	Integrated unit shows insufficient evidence of element.	Integrated unit shows some evidence of recognizing element.	Integrated unit shows clear evidence of thorough application of element.		

ESEC 320
Grading Rubric for Assignment # 2:
Lesson Plan # 2 for Elementary level

Please include this rubric along with your lesson plan.

Assignment Part 3: Lesson plan (Individual grade)	ACEI standard	ACEI attributes	<u>Unacceptable</u> 1	<u>Acceptable</u> 3	<u>Target</u> 5	<u>Points</u>
L.P. standard format used. All components included.	5.1	K				
L.P. goals focus on teaching/learning for social justice/anti-oppressive education.	3.1	K, S, D				
Relevant curriculum standards included with appropriate citations.	3.1, 5.1	K				
Objectives are meaningful and stated in explicit “measurable” terms.	3.1	K, S				
Assessments match objectives.	4	S				
Formative assessments are clearly identified.	4	K				
Summative assessments focus on performance tasks.	4	K, S				
Background information: a mini-research paper focusing on lesson’s topic/subject, including a minimum of 6 different curriculum resources as specified in assignment guidelines.	2.1	K, S				
Appropriate citations applying A.P.A. style 5 th edition	5.1	K, S				
L.P.’s introduction focuses on activating students’ prior knowledge.	3.1	K, S				
L.P.’s procedure uses a variety of effective teaching strategies.	3.1, 3.3, 3.5	K, S				
Overall L.P.’s developmental-appropriateness and instructional ideas.	1, 3.1	K, S, D				

ACEI Standard 2.4: Social Studies Skills, knowledge, Impact on student learning, and dispositions. Adapted from:

Association for Childhood Education International. (2002). Retrieved February 10, 2006, from <http://www.acei.org/rubrics2e.htm>

<u>Elements of Standard 2.4</u>	<u>Attributes</u>	<u>Unacceptable</u> 1	<u>Acceptable</u> 3	<u>Target</u> 5	Points
A. Candidates know and understand major concepts and modes of inquiry from the social studies	K	Evidence indicates that: U. Candidates are not familiar with the themes, concepts, and modes of inquiry drawn from academic fields of the social studies	Evidence indicates that: A. Candidates demonstrate knowledge and understanding of the themes, concepts, and modes of inquiry drawn from the social studies that address: (1) culture (2) time, continuity, and change (3) people, places, and environment (4) individual development and identity (5) individuals, groups, and institutions (6) power, governance, and authority (7) production, distribution, and consumption (8) science, technology, and society (9) global connections (10) ideals and practices	Evidence indicates that: T. i Candidates demonstrate in-depth knowledge and understanding of how the major concepts and themes of social studies are integrated across academic fields T.ii Candidates have knowledge and understanding of the themes, concepts, and modes of inquiry from the fields of the social studies and demonstrate an in-depth knowledge in more than one of those fields	
B. Candidates use the major concepts and modes of inquiry from the social studies to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world	K,S,I, D	Evidence indicates that: U. Candidates do not use the major concepts and modes of inquiry from the social studies to foster K-6 student learning	Evidence indicates that: A.i Candidates use their knowledge of social studies to help students learn about the major themes that integrate knowledge across the social studies A.ii Candidates develop experiences to help elementary students learn about the major concepts from the social studies A.iii Candidates are able to help students read, write, listen, discuss, speak, and research to build background knowledge; examine a variety of sources; acquire and manipulate data; analyze points of view; formulate well-supported oral and written arguments, policies, and positions; construct new knowledge and apply knowledge in new settings A.iv Candidates use formative and summative assessments in planning and implementing instruction	Evidence indicates that: T.i Candidates use their in-depth knowledge of the social studies to provide K-6 students with multiple explanations and highly integrated learning experiences T.ii Candidates help K-6 students demonstrate an understanding of the integration across the academic fields of the social studies T.iii Candidates plan and implement engaging learning experiences in which K-6 students are challenged to research, analyze, and evaluate real world situations and are able to demonstrate their competence	

Total Points for Individual Lesson Plan: _____

Total Points for Integrated Unit: _____

Total Points for Assignment # 2 _____

Grade: _____

147-155=A 140-146= AB 132-139=B 124-131=BC 116-123=C 109-115=CD 100-108=D 100 or less=F