

# Selection & Integration Final Unit (100 points)

Fall, 2011

		<b>Exemplary</b>		<b>Satisfactory</b>		<b>Needs Improvement</b>
<b>Intro Material (Course, Unit, Unit Length, Grade level, Description of Unit)</b>	5	All identifying information is included and the description of the students is complete.	3	All identifying information is included and the description of the students is brief.	1	Some of the identifying information is missing and/or the description of students is inadequate.
<b>Unit Description</b>			2	Unit description is complete. Explains the What and Why of the unit.	1	Unit description is sufficient. It explains the What or Why of the unit.
<b>Goals</b>	3	Provides a list of goals that are descriptive and appropriate.	2	Provides descriptive list of goals.	1	List of goals provided but they are vague or inappropriate.
<b>Standards and Learning Outcomes</b>	7	Standards listed are appropriate. Learning outcomes describe student performance.	5	Standards listed tend to apply to the described unit goals. Most learning outcomes describe student performance.	3	Standards don't apply to described goals. Learning outcomes don't necessarily describe student performance.
<b>Overall Sequence for the Multiple Lesson Unit.</b>	3	The lessons contained in the unit are listed. (1 sentence description). Lessons appear to address identified goals and outcomes.	2	The lessons contained in the unit are listed. (No description). Lessons loosely appear to address identified goals and outcomes.	1	The lessons contained in the unit are listed. Lessons do not appear to correlate with identified goals and outcomes.
<b>GRR – Focus Lesson</b>	5	Focus lesson provides purpose for the whole lesson and model of final outcome. Lesson is clearly written.	3	Focus lesson provides purpose for the whole lesson and/or model of final outcome. Lesson is briefly written.	1	Focus lesson provides purpose for the whole lesson or model of final outcome. Lesson is not clearly written.
<b>GRR – Guided Instruction</b>	5	Guided instruction provides context for activity(ies). Form of guidance is clearly described. Formative assessment is identified and described.	3	Guided instruction provides context for activity(ies). Form of guidance is described. Formative assessment is identified.	1	Context of guided instruction is unclear. Actual guidance process is missing or unclear. No formative assessment is identified.

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<b>GRR – Productive Group Work</b>	5	Collaboration between students is clearly described. How tech enhances the process is clearly described. Process for individual accountability is clear.	3	Collaboration between students is described. How tech enhances the process is described. Process for individual accountability is described.	1	Collaboration between students is missing or unclear. How tech enhances the process is missing or unclear. Process for individual accountability is missing or unclear.
<b>GRR – Independent Learning</b>	5	Independent activities are well-described and the summative assessment process is defined.	3	Independent activities are described and the summative assessment process is defined.	1	Independent activities are not described and/or the summative assessment process is poorly/not defined.
<b>GRR – Describe Other Lessons</b>	10	Each of the other lessons' descriptions include the procedure and expected outcomes.	7	90% of the other lessons are described by including the procedure and expected outcome.	4	70% of the other lessons are described by including the procedure and expected outcome.
<b>Technology Integration (TIM)</b>	10	The TIM cell for each of the lessons is identified along with an explanation of why this is true.	7	90% of the lessons have the TIM cell identified along with an explanation of why this is true.	4	70% of the lessons have the TIM cell identified along with an explanation of why this is true.
<b>21<sup>st</sup> Century Classroom</b>	10	Teaching strategies from <i>Characteristics of Effective Instruction</i> are specifically identified and described in the unit.	7	Teaching strategies from <i>Characteristics of Effective Instruction</i> are specifically identified in the unit.	4	Teaching strategies are identified but not aligned with the <i>Characteristics of Effective Instruction</i>
<b>CyberCitizen</b>	10	The student describes well how and why s/he integrated <i>Common Sense Media</i> topic(s) into the Unit.	7	The student describes how s/he integrated <i>Common Sense Media</i> topic(s) into the Unit.	4	The <i>Common Sense Media</i> topic(s) that were integrated into the unit are listed.
<b>UDL</b>	10	The process for integrating UDL in the unit is described along with the expected outcomes.	7	The process for integrating UDL in the unit is described.	4	UDL is mentioned but not well-described in relation to the unit.

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<b>Conclusion</b>	10	The expected successes and challenges for accomplishing this unit are well described. Student identifies what s/he learned about instructional development in this process. Student explains how this project will affect his/her future instructional development work.	7	The expected successes and/or challenges for accomplishing this unit are described. Student identifies what s/he learned about instructional development in this process.	4	The expected successes or challenges for accomplishing this unit are described.
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