

Delaware Model Unit Gallery Jury Review Rubric

Directions: Identified are “look-fors” that jurors should consider as they examine the unit under review. The “Key Characteristics of an Exemplary Unit” column includes a list of comments appropriate for an *exemplary* unit.

- As you review the unit, highlight the comments that are characteristic of the particular unit you are reviewing.
- In the “Jurying Review Comments” box, include specific feedback and/or guidance to the designer to help the designer revise the unit. (Your comments should be cued by the “Look-Fors” and the “Key Characteristics”)
- In addition, place an X in the appropriate rating box of each section.

Unit Title:

Date:	<input type="checkbox"/> Not approved for DE Model Unit Gallery	<input type="checkbox"/> Conditional approval for DE Model Unit Gallery	<input type="checkbox"/> Approval for DE Model Unit Gallery
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Unit Elements	Look-Fors	Key Characteristics of an Exemplary Unit	Rating
<p>Unit Design</p> <p>Were all of the design elements fully and effectively developed?</p>			
<p>Stage 1: Desired Results</p> <ul style="list-style-type: none"> ■ Are the goals/standards aligned to the DE Content Standards? ■ Did the unit focus on a big idea and inquiry around a series of essential questions? ■ Did the understandings require “uncoverage”? 	<p>Stage 1 elements</p> <ul style="list-style-type: none"> ♦ Goals/standards/GLEs, benchmarks/ grade-level clusters ♦ Big idea ♦ EUs, EQs ♦ Knowledge/Skills <p>Qualities of desired results:</p> <ul style="list-style-type: none"> ♦ Goals of the unit appropriately based on Delaware Content Standards ♦ Focus on a central big idea ♦ Promotion of inquiry around a series of essential questions ♦ Student understanding reached through uncoverage ♦ Specific knowledge and skills unpacked from the standards 	<ol style="list-style-type: none"> 1. Goals/standards/GLEs/benchmarks/grade-level clusters are limited to those addressed in Stage 3 and assessed in Stage 2. 2. Big idea includes transferable core concepts that serve as the focal point of the unit. 3. EUs include important ideas central to the unit and transferable to new contexts beyond the classroom; are full sentence statements of the understandings related to the big idea which will require “uncoverage.” 4. EQs are questions that are thought-provoking and arguable, rather than “leading,” which frame and guide inquiry into the topic; they focus instruction for “uncovering” the important ideas of content. 5. Key knowledge/skills, needed to meet the standards and enable the desired understandings, are identified. 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"><input type="checkbox"/> Exemplary level of development</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"><input type="checkbox"/> Approaching Exemplary level of development</div> <div style="border: 1px solid black; padding: 5px;"><input type="checkbox"/> Below Exemplary level of development</div>

Jurying Review Comments

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Unit Design Were all of the design elements fully and effectively developed?			
<p>Stage 2: Evidence of Learning/ Assessment</p> <ul style="list-style-type: none"> ▪ Did the unit include a blend of assessments, including authentic transfer tasks, other evidence of learning, and self-reflection? 	<p>Stage 2 elements</p> <ul style="list-style-type: none"> ♦ Transfer tasks ♦ Rubrics ♦ Other evidence ♦ Self-reflection <p>Characteristics of quality assessments:</p> <ul style="list-style-type: none"> ♦ Variety of types of assessments, both formal and informal, formative and summative ♦ Opportunities for authentic transfer of understanding ♦ Opportunities for self-reflection and self-assessment 	<ol style="list-style-type: none"> 1. There is adequate assessment evidence to measure Stage 1 Desired Results, measuring both core ideas/concepts of the unit and information and/or skills that are important to know and do. 2. The variety of assessments allow for differences in learning profiles, interests, and readiness. 3. Transfer task(s) involve(s) a complex, real-world (i.e., “authentic”) application of the identified knowledge, skills, and understanding. 4. Transfer task(s) include(s) the GRASPS elements, when appropriate. 5. The transfer task(s) assess (es) for student grasp of the EUs/transfer goals/standards. 6. The rubric(s) include(s) distinct criteria for determining the level of understanding and successful performance. 7. The rubric(s) highlight what is appropriate, given the evidence needs suggested by Desired Results in Stage 1. 8. Other evidence is varied and addresses Stage 1 Desired Results. 9. Other evidence is designed to supplement the evidence provided by the transfer task. 10. Informal, formative assessments are built into the unit to allow instructor opportunities throughout the unit to adjust instructional decision-making to ensure student success. 11. The unit includes student self-assessment and adjustment opportunities based on ongoing formative assessment. 12. Students have numerous opportunities for self-reflection, both with process and product. 	<p><input type="checkbox"/> Exemplary level of development</p> <p><input type="checkbox"/> Approaching Exemplary level of development</p> <p><input type="checkbox"/> Below Exemplary level of development</p>
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Unit Design			
Were all of the design elements fully and effectively developed?			
<p>Stage 3: Learning Plan</p> <ul style="list-style-type: none"> ■ Were instructional experiences based on best practices consistently incorporated to enable students to reach for understanding? 	<p>Stage 3 elements</p> <ul style="list-style-type: none"> ◆ Effective and engaging experiences ◆ Aligned with Stage 1 <p>Qualities of learning experiences:</p> <ul style="list-style-type: none"> ◆ Variety of best practices utilized to encourage all students' success ◆ Experiences show differentiation for different learners ◆ Students are led to scaffold (i.e. acquire, construct meaning, and practice transfer of understanding) ◆ Experiences are both effective and engaging ◆ Students have opportunities throughout learning plan to self-evaluate 	<ol style="list-style-type: none"> 1. The resources of the unit, including any textual materials used, are used as tools for helping students reach the Desired Results rather than as an end in themselves. 2. A variety of best instructional practices are utilized to encourage all students' engagement and success. 3. Learning experiences reflect current research about how people learn. 4. Lessons are detailed thoroughly so that the teacher could actually implement the unit using the learning plan and the appendices. 5. Essential Questions, Enduring Understandings, and Big Ideas are woven throughout the learning plan and provide a unified focus to the unit. 6. The learning plan makes clear to students what they will be learning, what is expected of them (i.e. their performance goals), and how their work will be evaluated. 7. Diagnostic assessments are used in the beginning to check for potential misunderstandings and predictable performance (skill) errors. 8. The learning plan is clearly designed to engage students. 9. The learning plan is designed to equip learners with the prerequisite experiences necessary to understand the big ideas, and the needed information and skills upon which the understandings and performances depend. 10. Opportunities are provided for students to rethink their prior and emerging understandings and to revise their work based on feedback and guidance. 11. Ongoing assessments of individual and group progress provide students with feedback and guidance. 12. The learning has been personalized to accommodate the variety of learners' interests, styles, and abilities by differentiating content, process, and product. 13. The sequence of learning activities has been organized to maximize student engagement and productivity. 14. The unit includes sufficient opportunities for students to scaffold (i.e. acquire knowledge and skills, make or construct meaning, and transfer their understanding). 15. Learning experiences have appropriate levels of difficulty, and challenge so that they are differentiated for learning styles and abilities. 	<p><input type="checkbox"/> Exemplary level of development</p> <p><input type="checkbox"/> Approaching Exemplary level of development</p> <p><input type="checkbox"/> Below Exemplary level of development</p>

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Alignment Were all three stages aligned?				
<p>Alignment</p> <ul style="list-style-type: none"> Was there alignment among the three stages of the design as well as with Grade-Level Expectations/Benchmarks? 	Stage 1 desired results directly grow out of grade-level appropriate standards/ GLEs/benchmarks/grade-level clusters.	<ol style="list-style-type: none"> The Desired Results are limited to and specific enough so as to be attainable within the scope of the unit. The Desired Results are directly and appropriately based on the DE Content Standards. 	<input type="checkbox"/> Exemplary level of development <input type="checkbox"/> Approaching Exemplary level of development <input type="checkbox"/> Below Exemplary level of development	
	Stage 1 desired results form basis for all assessments in Stage 2 Rubrics reflect Stage 1 elements.	<ol style="list-style-type: none"> The connection between Stage 2 tasks and Stage 1 Desired Results is clear and direct. Any scoring tools provided focus on what is appropriate given the evidence needs suggested by the Stage 1 Desired Results. 	<input type="checkbox"/> Exemplary level of development <input type="checkbox"/> Approaching Exemplary level of development <input type="checkbox"/> Below Exemplary level of development	
	Stage 3 learning experiences directly align with Stage 1 desired results throughout.	<ol style="list-style-type: none"> Learning experiences show direct and consistent alignment with Stage 1 Desired Results throughout the unit. 	<input type="checkbox"/> Exemplary level of development <input type="checkbox"/> Approaching Exemplary level of development <input type="checkbox"/> Below Exemplary level of development	
	Jurying Review Comments			

Unit Elements	Look-fors	Key Characteristics of an Exemplary Unit	RATING
Additional Considerations Were these elements included in the design of the unit?			
Resources and Teaching Tips	Characteristics of well-chosen resources and teaching strategies: <ul style="list-style-type: none"> ♦ Variety of types of resources to support unit ♦ Specific tips that trouble-shoot student misunderstandings and performance weaknesses ♦ Appropriate teaching strategies are identified 	<ol style="list-style-type: none"> 1. A variety of types of resources to support unit are provided. 2. Specific tips that trouble-shoot student misunderstandings and performance weaknesses are offered. 	<input type="checkbox"/> Exemplary level of development
			<input type="checkbox"/> Approaching Exemplary level of development
			<input type="checkbox"/> Below Exemplary level of development
Accommodation/ Differentiation Ideas and Tips	Characteristics of well-differentiated instruction: <ul style="list-style-type: none"> ♦ Instruction varied to address differences in readiness, interest, and/or learning profiles ♦ Accommodations and differentiation strategies are incorporated in the design of content, process, and/or product 	The learning plan effectively and efficiently reaches all students in a heterogeneous environment through the following design characteristics: <ol style="list-style-type: none"> 1. The tasks (both transfer tasks and learning experiences) allow students to demonstrate understanding with some choice/options/variety in the performances and/or products. 2. There is sufficient variety/choice built into both assessments and instruction without compromising the goals of the unit. 3. Instruction is varied to address differences in readiness, interest, and/or learning profiles. 4. Accommodations and differentiation strategies are incorporated in the design of content, process, and/or product. 	<input type="checkbox"/> Exemplary level of development
			<input type="checkbox"/> Approaching Exemplary level of development
			<input type="checkbox"/> Below Exemplary level of development
Technology Literacy and Integration	Characteristics of well-designed technology infusion to insure student technology literacy: <ul style="list-style-type: none"> ♦ Student engagement and understanding enhanced through technology use ♦ Teacher use of technology helps to direct, support, and manage student learning ♦ Instruction enriched through technology use ♦ Seamlessly infused rather than superficially imposed into the learning experiences 	The unit insures student's ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21 st century through the following design characteristics: Student engagement and understanding are enhanced through technology use. <ol style="list-style-type: none"> 1. Students utilize appropriate technology tools to manipulate information and organize learning as they grow in their understanding of the targeted objectives. 2. Teacher uses technology to help direct, support, and manage student learning. 3. Instruction is supported and enriched through technology use. 4. Technology-based resources are appropriate, varied, and accessible for various student abilities and instructional goals. 5. Technology is seamlessly infused rather than superficially imposed into the learning experiences. 	<input type="checkbox"/> Exemplary level of development
			<input type="checkbox"/> Approaching Exemplary level of development
			<input type="checkbox"/> Below Exemplary level of development

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<p>Additional Design Principles</p>	<ol style="list-style-type: none"> 1. 8th Grade Technology Literacy - the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century (SETDA, 2003). 2. International Education - the ability to appreciate different cultures and understand varying cultural viewpoints by acquiring knowledge of world regions and international issues, developing skills in communicating in languages other than English, working with information from a variety of world-wide sources, and participating in international experiences to exchange information with peers around the world. 3. Differentiated instruction - the ability to effectively and efficiently reach all students in a heterogeneous environment. 4. Universal Design for Learning - the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge. 5. 21st Century Learning – 	<ol style="list-style-type: none"> 1. The learning plan provides opportunities for students to recognize when there is a need for information and practice identifying, locating, evaluating, and effectively using information for the issue or problem at hand. 2. The learning plan addresses the demands of the global community in tomorrow's workplace. 3. The learning plan provides opportunities for students to recognize and appreciate the richness of their own cultural heritage and that of other cultures, in order to provide cross-cultural communicative competence. 4. The learning plan provides multiple means of representation, expression, and engagement to give learners various ways to acquire and demonstrate knowledge. 5. The learning plan provides students with opportunities to 	<input type="checkbox"/> Exemplary level of development
			<input type="checkbox"/> Approaching Exemplary level of development
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	<p>the ability of to use skills, resources, & tools to meet the demands of the global community and tomorrow's workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth.(AASL,2007)</p>	<p>demonstrate their ability to use 21st Century Skills</p>	
Jurying Review Comments			