

School:

Content Area:

Grade:

**Delaware Department of Education  
Charter School Unit of Instruction Review Rubric**

Scoring Category	Meets Approval	Conditional Approval	Does Not Meet Approval
<b>1. STANDARDS ALIGNMENT</b>			
<p>Instructional units are aligned to the components of the Common Core State Standards (CCSS) (ELA and Mathematics) and/or the components of the DE Recommended Curriculum (DRC).</p> <ul style="list-style-type: none"> <li>• End of Cluster Benchmarks (Science, Social Studies)</li> <li>• Grade-level Expectations (ELA, Mathematics, World Languages, Visual and Performing Arts, Physical Education, Health)</li> <li>• Proficiency-level Expectations (World Languages, Visual and Performing Arts)</li> </ul> <p>Unit questions and understandings are aligned to learning targets. The learning/instructional plan gives clear evidence of student achievement of the learning targets.</p>	<ul style="list-style-type: none"> <li>• Instructional units are <b>completely</b> aligned to the components of the CCSS and/or the DRC.</li> <li>• Unit questions and understandings <b>completely</b> align to the identified content standards.</li> <li>• A <b>completely developed</b> learning/instructional plan gives <b>clear</b> evidence of student achievement of the identified learning target(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional units are <b>partially</b> aligned to the components of the CCSS and/or the DRC.</li> <li>• Unit questions and understandings <b>partially</b> align to the identified standards.</li> <li>• A <b>partially developed</b> learning/ instructional plan gives <b>inconsistent</b> evidence of student achievement of the identified learning target(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional units are <b>minimally</b> aligned to the components of the CCSS and/or the DRC.</li> <li>• Unit questions and understandings <b>minimally</b> align to the identified standards or <b>no</b> standards are identified.</li> <li>• A <b>minimally developed</b> learning/ instructional plan gives <b>inconsistent, little, or no</b> evidence of student achievement of the identified learning target(s).</li> </ul>
<p>Comments:</p> <ul style="list-style-type: none"> <li>•</li> </ul>			

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<b>2. LEARNING GOALS</b>			
Instructional unit learning goals are clearly: <ul style="list-style-type: none"><li>aligned to standards</li><li>developmentally appropriate</li><li>measured by formative <b>and</b> summative assessments</li></ul>	Instructional unit learning goals are <b>completely</b> : <ul style="list-style-type: none"><li>aligned to standards</li><li>developmentally appropriate</li><li>measured by formative <b>and</b> summative assessments</li></ul>	Instructional unit learning goals are <b>partially</b> : <ul style="list-style-type: none"><li>aligned to standards</li><li>developmentally appropriate</li><li>measured by formative <b>and</b> summative assessments</li></ul>	Instructional unit learning goals are <b>minimally</b> : <ul style="list-style-type: none"><li>aligned to standards</li><li>developmentally appropriate</li><li>measured by formative <b>and</b> summative assessments</li></ul>
Comments: <ul style="list-style-type: none"><li></li></ul>			

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<b>3. CONCEPT DEVELOPMENT</b>			
Key concepts (themes, big ideas) are developed throughout the instructional unit to promote deep, enduring understanding(s).	<ul style="list-style-type: none"><li>• Key concepts (themes, main ideas) are <b>thoroughly</b> developed to promote deep, enduring understanding (s).</li></ul>	<ul style="list-style-type: none"><li>• Key concepts (themes, main ideas) are <b>partially</b> developed to promote deep, enduring understanding (s).</li></ul>	<ul style="list-style-type: none"><li>• Key concepts (themes, main ideas) are <b>minimally</b> developed to promote deep, enduring understanding (s).</li></ul>
Comments: <ul style="list-style-type: none"><li>•</li></ul>			

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<b>4. SEQUENCE OF INSTRUCTION/LEARNING TASKS</b>			
<p>Instruction/learning task(s) is sequenced in a deliberate manner to promote student learning.</p> <p>Instructional units are organized according to research-based teaching and learning strategies that may include:</p> <ul style="list-style-type: none"><li>• Setting clear learning goals/targets</li><li>• Assessing prior knowledge</li><li>• Developing vocabulary</li><li>• Guiding instructional practice (modeling)</li><li>• Providing feedback</li><li>• Promoting student self-reflection</li></ul>	<ul style="list-style-type: none"><li>• Instruction is <b>purposefully</b> sequenced in a manner to promote student learning.</li></ul>	<ul style="list-style-type: none"><li>• Instruction <b>lacks</b> a purposeful sequence.</li></ul>	<ul style="list-style-type: none"><li>• Instruction <b>lacks</b> a purposeful sequence and <b>does not</b> promote student learning.</li></ul>
<p>Comments:</p> <ul style="list-style-type: none"><li>•</li></ul>			

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<b>5. REAL WORLD CONTEXT</b>			
<p>The context of the instructional unit engages students through authentic learning experiences and real-world situations.</p> <p>The instructional unit provides opportunities for students to assimilate new understandings and/or reorganization of knowledge to facilitate making new connections.</p>	<ul style="list-style-type: none"><li>• The context of the instructional unit <b>fully</b> engages students with authentic learning experiences and real-world situations.</li><li>• The unit provides <b>multiple</b> and <b>purposeful</b> opportunities for students to assimilate new understandings and/or reorganization of knowledge to facilitate making new connections.</li></ul>	<ul style="list-style-type: none"><li>• The context of the instructional unit <b>partially</b> engages students with authentic learning experiences and real-world situations.</li><li>• The unit provides <b>some opportunities that may or may not be purposeful</b> for students to assimilate new understandings and/or reorganization of knowledge to facilitate making new connections.</li></ul>	<ul style="list-style-type: none"><li>• The context of the instructional unit <b>minimally</b> engages students with authentic learning experiences and real-world situations.</li><li>• The unit provides <b>few or no opportunities</b> for students to assimilate new understandings and/or reorganization of knowledge to facilitate making new connections.</li></ul>
<p>Comments:</p> <ul style="list-style-type: none"><li>•</li></ul>			

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<b>6. STUDENT LEARNING EXPERIENCES</b>			
<p>The student learning experiences in the instructional unit reflect:</p> <ul style="list-style-type: none"> <li>goals that are clearly defined and communicated.</li> <li>learning tasks that are engaging, varied, relevant, developmentally appropriate and purposeful.</li> <li>meaningful opportunities for students to reflect on their own learning and monitor their own progress in achieving unit goals/targets.</li> <li>intentional collaborative learning opportunities.</li> <li>the use of a variety of instructional resources (e.g., multimedia, guest speaker, virtual or real field trips) for students to explore ideas and solve problems.</li> </ul>	<p>The student learning experiences in the instructional unit reflect:</p> <ul style="list-style-type: none"> <li>goals that are <b>clearly</b> defined and communicated.</li> <li>learning tasks that are <b>engaging, varied, relevant, developmentally appropriate and purposeful.</b></li> <li><b>many meaningful</b> opportunities for students to reflect on their own learning and monitor their own progress in achieving unit goals/targets.</li> <li><b>intentional</b> collaborative learning opportunities.</li> <li>a <b>variety</b> of instructional resources for students to explore ideas and solve problems.</li> </ul>	<p>The student learning experiences in the instructional unit reflect:</p> <ul style="list-style-type: none"> <li>goals that are <b>partially</b> defined and communicated.</li> <li>learning tasks that are <b>somewhat</b> engaging, varied, relevant, developmentally appropriate and/or purposeful.</li> <li><b>some</b> opportunities for students to reflect on their learning and monitor their own progress in achieving unit goals/targets.</li> <li><b>some</b> collaborative learning opportunities that <b>may or may not be</b> intentional.</li> <li>a <b>limited variety</b> of instructional resources for students to explore ideas and solve problems.</li> </ul>	<p>The student learning experiences in the instructional unit reflect:</p> <ul style="list-style-type: none"> <li>goals that are either <b>not</b> defined or communicated.</li> <li>learning tasks that <b>may or may not be</b> engaging, varied, relevant, developmentally appropriate and/ or purposeful.</li> <li><b>few or no</b> opportunities for students to reflect on their learning and monitor their own progress in achieving unit goals/targets.</li> <li><b>few or no</b> collaborative learning opportunities.</li> <li><b>little or no variety</b> of instructional resources for students to explore ideas and solve problems.</li> </ul>
<p>Comments:</p> <ul style="list-style-type: none"> <li></li> </ul>			

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<b>7. ACCESSIBILITY OF LEARNING</b>			
<p>The instruction designed consistently promotes accessibility to diverse learners, providing opportunities for all to achieve.</p> <p>Evidence (examples of learning opportunities) of differentiation of content, process, or product is provided in the instructional unit based on students’:</p> <ul style="list-style-type: none"> <li>• Readiness</li> <li>• Learning profiles</li> <li>• Interests/choice</li> </ul>	<ul style="list-style-type: none"> <li>• The instruction designed <b>consistently promotes accessibility</b> to diverse learners, providing opportunities for all to achieve.</li> <li>• <b>Extensive</b> evidence (examples of learning opportunities) of differentiation of content, process, or product is provided in the instructional unit based on students’ readiness, learning profiles, and interests/choice.</li> </ul>	<ul style="list-style-type: none"> <li>• The instruction designed <b>inconsistently promotes accessibility</b> to diverse learners, providing opportunities for all to achieve.</li> <li>• <b>Some</b> evidence (examples of learning opportunities) of differentiation of content, process, or product is provided in the instructional unit based on students’ readiness, learning profiles, and interests/choice.</li> </ul>	<ul style="list-style-type: none"> <li>• The instruction is <b>rarely accessible</b> to diverse learners, providing opportunities for all to achieve.</li> <li>• <b>Little or no</b> evidence (examples of learning opportunities) of differentiation of content, process, or product is provided in the instructional unit based on students’ readiness, learning profiles, and interests/choice.</li> </ul>
<p>Comments:</p> <ul style="list-style-type: none"> <li>•</li> </ul>			

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<b>8. RIGOROUS LEARNING</b>			
<p>The instructional unit promotes rigorous learning by requiring students to:</p> <ul style="list-style-type: none"> <li>• Ask and provide questions to guide research and reflection</li> <li>• Make real-world connections</li> <li>• Use technology, reading, writing, and other tools to enhance their learning</li> <li>• Form and revise explanations and proposals</li> <li>• Communicate results accurately and effectively</li> <li>• Demonstrate high levels of cognition (e.g., create, synthesize, evaluate)</li> </ul>	<p>The instructional unit <b>consistently</b> and <b>pervasively</b> promotes rigorous learning by requiring students to:</p> <ul style="list-style-type: none"> <li>• Ask and provide questions to guide research and reflection</li> <li>• Make real-world connections</li> <li>• Use technology, reading, writing, and other tools to enhance their learning</li> <li>• Form and revise explanations and proposals</li> <li>• Communicate results accurately and effectively</li> <li>• Demonstrate high levels of cognition (e.g., create, synthesize, evaluate)</li> </ul>	<p>The instructional unit <b>inconsistently</b> and/or <b>partially</b> promotes rigorous learning by requiring students to:</p> <ul style="list-style-type: none"> <li>• Ask and provide questions to guide research and reflection</li> <li>• Make real-world connections</li> <li>• Use technology, reading, writing, and other tools to enhance their learning</li> <li>• Form and revise explanations and proposals</li> <li>• Communicate results accurately and effectively</li> <li>• Demonstrate high levels of cognition (e.g., create, synthesize, evaluate)</li> </ul>	<p>The instructional unit <b>does not</b> promote rigorous learning by requiring students to:</p> <ul style="list-style-type: none"> <li>• Ask and provide questions to guide research and reflection</li> <li>• Make real-world connections</li> <li>• Use technology, reading, writing, and other tools to enhance their learning</li> <li>• Form and revise explanations and proposals</li> <li>• Communicate results accurately and effectively</li> <li>• Demonstrate high levels of cognition (e.g., create, synthesize, evaluate)</li> </ul>
<p>Comments:</p> <ul style="list-style-type: none"> <li>•</li> </ul>			



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<b>9. QUALITY OF ASSESSMENT(S)</b>			
<p>The instructional unit provides assessments that:</p> <ul style="list-style-type: none"> <li>are free of bias,</li> <li>differentiate for individual and cultural differences,</li> <li>meet individual student needs.</li> </ul> <p>Assessments are appropriate for the content and are aligned to the Delaware Content Standards or the Common Core State Standards.</p> <p>Assessments include multiple opportunities for students to demonstrate understanding including both formative <b>and</b> summative assessment measures (e.g., objective assessments, constructed response items, project-based tasks, portfolios).</p> <p>The instructional unit assessments should:</p> <ul style="list-style-type: none"> <li>Align with learning goals and content standards</li> <li>Measure what students know and are able to do</li> <li>Stress transfer of what students know and are able to do</li> <li>Provide for student self-assessment</li> <li>Invite student goal setting</li> <li>Provide opportunities for student choice</li> <li>Consider student learning styles</li> <li>Consider the readiness of ALL students</li> <li>Consider student characteristics</li> </ul>	<ul style="list-style-type: none"> <li>The unit <b>consistently</b> provides assessment opportunities that are free of bias, differentiate for individual and cultural differences, and meet individual student needs.</li> <li>Assessments are <b>consistently</b> appropriate for the content and are <b>fully aligned</b> to the Delaware Content Standards or the Common Core State Standards.</li> <li>Assessments include <b>multiple</b> opportunities for students to demonstrate understanding including both formative <b>and</b> summative assessment measures (e.g., objective assessments, constructed response items, project-based tasks, portfolios).</li> </ul>	<ul style="list-style-type: none"> <li>The unit <b>inconsistently</b> provides assessment opportunities that are free of bias, differentiate for individual and cultural differences, and/or meet individual student needs.</li> <li>Assessments are <b>inconsistently</b> appropriate for the content and are <b>partially</b> aligned to the Delaware Content Standards or the Common Core State Standards.</li> <li>Assessments include <b>some</b> opportunities for students to demonstrate understanding <b>which may or may not</b> include both formative <b>and</b> summative assessment measures (e.g., objective assessments, constructed response items, project-based tasks, portfolios).</li> </ul>	<ul style="list-style-type: none"> <li>The unit <b>minimally</b> provides assessment opportunities that are free of bias, differentiate for individual and cultural differences, and/ or meet individual student needs.</li> <li>Assessments are <b>inappropriate</b> for the content and are <b>not</b> aligned to the Delaware Content Standards or the Common Core State Standards.</li> <li>Assessments include <b>few if any</b> opportunities for students to demonstrate understanding <b>which may or may not</b> include both formative <b>and</b> summative assessment measures (e.g., objective assessments, constructed response items, project-based tasks, portfolios).</li> </ul>
<p>Comments:</p> <ul style="list-style-type: none"> <li></li> </ul>			

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**Scoring Steps for Reviewer:**

\*Note each Category rated as "Meets Approval" in submitted unit document (circle all that apply):

**1 2 3 4 5 6 7 8 9**

**Approved:**

**9 (all) criteria meet approval**

**Conditional Approval:**

**1-3 criteria are conditionally approved with no criterion not approved**

**Does Not Meet Approval:**

**4 or more criteria are conditionally met. 1 or more criteria do not meet approval**

**Comments/Feedback:**