

**Delaware Department of Education  
Local Curriculum Alignment Review  
Unit Alignment Rubric  
PHYSICAL EDUCATION**

Scoring Category	Meets Approval	Conditional Approval	Does Not Meet Approval
<b>1. STANDARDS ALIGNMENT</b>			
Grade Cluster Expectations (GCEs) are clearly identified as the learning target for the instructional unit. Unit questions and understandings are aligned to GCEs. The learning plan gives clear evidence of student achievement of the grade cluster expectations GCEs.	Unit questions and understandings <b>thoroughly</b> align to GCEs. A <b>thoroughly developed</b> learning plan gives <b>clear</b> evidence of student achievement of the identified learning target(s).	Unit questions and understandings <b>partially</b> align to GCEs. A <b>partially developed</b> learning plan gives <b>inconsistent</b> evidence of student achievement of the identified learning target(s).	Unit questions and understandings <b>minimally</b> align to GCEs. A <b>minimally developed</b> learning plan gives <b>inconsistent or no</b> evidence of student achievement of the identified learning target(s).
<b>2. ACCURACY OF LEARNING GOALS</b>			
There is a clear and evident link between learning goals in the unit and current research. Learning goals are based on GCEs, are developmentally appropriate, and are transformed into dependable assessments that yield accurate information.	<b>All</b> learning goals are linked to GCEs and have assessments that will provide accurate evidence to help students and teachers set and revise goals.	<b>Most</b> goals are linked to GCEs and assessments that will provide evidence to help students and teachers set and revise goals.	Links between learning goals, GCEs, and assessments are <b>unclear</b> .
<b>3. CONCEPT DEVELOPMENT</b>			
Key concepts (themes, main ideas) are developed throughout the unit to promote enduring, conceptual understanding.	Key concepts (themes, main ideas) are <b>thoroughly</b> developed to promote enduring conceptual understanding.	Key concepts (themes, main ideas) are <b>partially</b> developed to promote enduring conceptual understanding.	Key concepts (themes, main ideas) are <b>minimally</b> developed to promote enduring conceptual understanding.

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<b>4. SCAFFOLDING</b>			
<p>Content is organized in a deliberate manner to promote student learning. Units are organized according to effective teaching and learning strategies that include:</p> <ul style="list-style-type: none"> <li>• Clear learning goals</li> <li>• Assessment of prior knowledge</li> <li>• Vocabulary development</li> <li>• Guided instruction</li> <li>• Formative feedback</li> <li>• Sequencing</li> <li>• Assessment</li> <li>• Student self-reflection</li> </ul>	Scaffolding is <b>evident and appropriate</b> for the content.	<b>Some evidence</b> of scaffolding exists and is appropriate for the content.	<b>Minimal evidence</b> of scaffolding exists and/or <b>may not be appropriate</b> for the content.
<b>5. CONTEXT</b>			
<p>Unit content is presented in an engaging context related to real world experiences and authentic situations.</p> <p>The unit provides opportunities for students to assimilate new understandings and/or reorganization of knowledge to facilitate making connections to self, text, and to the world.</p>	The unit <b>provides an engaging context</b> so that students can make connections to the real world.	The unit <b>provides a limited context</b> so that students can make connections to the real world.	The unit provides <b>minimal or no context</b> for students to make connections to the real world.

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<b>6. QUALITY LEARNING EXPERIENCES</b>			
<p>a. Goals are clearly defined and communicated.</p> <p>b. Activities are engaging, varied, relevant, developmentally appropriate and purposeful</p> <p>c. Students are able to reflect and monitor their progress in achieving unit goals</p> <p>d. Collaborative learning is an integral part of the learning experience.</p> <p>e. Students use a variety of resources in and out of the classroom to explore ideas and solve problems.</p>	<p>The unit engages students in lessons that <b>exhibit</b> the characteristics of <b>high</b> quality learning experiences.</p> <p>For example: materials used are high quality and varied, the unit invites collaborative learning and student self-engagement and self-reflection.</p>	<p>The unit engages students in lessons that exhibit <b>some</b> of the characteristics of quality learning experiences.</p> <p>For example: materials used are adequate and some variety is evident, the unit invites a limited opportunity for collaborative learning and self-engagement and self-reflection.</p>	<p>The unit engages students in lessons that exhibit <b>few</b> of the characteristics of quality learning experiences.</p> <p>For example: materials may be limited, the unit does not invite collaborative learning and/or student self-reflection.</p>
<b>7. ACCESSIBILITY OF INSTRUCTION</b>			
<p>The unit differentiates instruction through readiness, process, content, and /or product. Plans of instruction include students with varied learning abilities/ disabilities, special needs, English language proficiency, cultural differences, learning styles, and/or gender.</p> <p><b>The unit should consider:</b></p> <ul style="list-style-type: none"> <li>• <b>Information Literacy</b></li> <li>• <b>Differentiated Instruction</b></li> <li>• <b>Universal Design for Learning</b></li> <li>• <b>21<sup>st</sup> Century Knowledge and Skills</b></li> <li>• <b>International Education</b></li> <li>• <b>Technology Literacy</b></li> </ul>	<p>The instruction designed <b>consistently promotes accessibility</b> to diverse learners, providing opportunities for all to achieve.</p>	<p>The instruction designed <b>inconsistently promotes accessibility</b> to diverse learners, providing opportunities for all to achieve.</p>	<p>The instruction is <b>rarely accessible</b> to diverse learners, providing opportunities for all to achieve.</p>

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<b>8. INQUIRY SKILLS</b>			
<p>The unit promotes self-inquiry (e.g. looking for evidence of credibility, validity, and reliability).</p> <p>Unit encourages student inquiry by:</p> <ul style="list-style-type: none"> <li>• Asking and providing questions that guide research and reflection</li> <li>• Asking and providing questions to make connections to self, text and the world</li> <li>• Encouraging students to use technology, reading, writing, and other tools to enhance learning</li> <li>• Encouraging students to form and revise explanations and proposals</li> <li>• Encouraging students to accurately and effectively communicate results</li> </ul>	<p>The unit provides student experiences that <b>consistently</b> focus on the fundamental abilities of inquiry.</p> <p>For example: questions invite higher-level responses from students and require critical and evaluative thinking.</p>	<p>The unit provides experiences that <b>inconsistently</b> focus on the fundamental abilities of inquiry.</p> <p>For example: some lines of questioning invite higher-level thinking.</p>	<p>The unit provides experiences that <b>rarely</b> focus on the fundamental abilities of inquiry.</p> <p>For example: many questions are at the literal level and do not invite critical thinking.</p>
<b>9. QUALITY OF ASSESSMENTS</b>			
<p>Unit assessments:</p> <ul style="list-style-type: none"> <li>• Measure what students know and are able to do</li> <li>• Align with learning goals</li> <li>• Stress transfer of what students know and are able to do</li> <li>• Provide for student self-assessment</li> <li>• Invite student reflection and/or goal setting</li> </ul>	<p>The unit <b>consistently</b> provides assessment opportunities that measure student achievement of learning goals requiring students to transfer skills and knowledge. The unit <b>consistently</b> includes opportunities for student self-assessment, reflection, and/or goal setting.</p>	<p>The unit <b>inconsistently</b> provides assessment opportunities that <b>may</b> measure student achievement of learning goals requiring students to transfer skills and knowledge. The unit provides <b>some</b> opportunity for student self-assessment, reflection, and/or goal setting.</p>	<p>The unit <b>rarely</b> provides assessment opportunities that <b>may/may not</b> measure student achievement of learning goals requiring students to transfer skills and knowledge.</p> <p>The unit includes <b>no</b> clear opportunity for student self-assessment, reflection, and/or goal setting.</p>

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<b>10. MULTIPLE ASSESSMENT MEASURES</b>			
<p>The unit includes assessments that are appropriate for the content, including a wide variety of formal and informal assessment measures and task-specific scoring guides (and exemplars when possible) to yield classroom assessment information that can help revise and guide teaching and learning.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>• Performance/transfer tasks (including some transfer of knowledge tasks)</li> <li>• Objective assessments</li> <li>• Constructed response assessments</li> <li>• Project-based assessments</li> <li>• Portfolios</li> </ul>	<p>The unit includes assessments that are <b>consistently</b> appropriate for the content, including a wide variety of formal and informal assessment measures and task-specific scoring guides (and exemplars when possible) to yield classroom assessment information that can help revise and guide teaching and learning.</p>	<p>The unit includes assessments that are <b>sometimes</b> appropriate for content, and <b>may</b> include a wide variety of formal and informal assessment measures and task-specific scoring guides (and exemplars when possible) to yield classroom assessment information that can help revise and guide teaching and learning.</p>	<p>The unit includes assessments that are <b>rarely</b> appropriate for the content, and <b>may</b> include a variety of formal and informal assessment measures and task-specific scoring guides (and exemplars when possible) that <b>do not</b> yield classroom assessment information that can help revise and guide teaching and learning.</p>
<b>11. ACCESSIBILITY OF ASSESSMENT</b>			
<p>The unit provides assessments that are free of bias, provide accommodations for individual and cultural differences, and provide accommodations for differences in learning styles and language proficiency.</p>	<p>Assessments <b>consistently</b> are free of bias, provide accommodations for individual and cultural differences, and <b>consistently</b> provide accommodations for differences in learning styles and language proficiency.</p>	<p>Assessments <b>sometimes</b> are free of bias, <b>sometimes</b> provide accommodations for individual and cultural differences, and <b>sometimes</b> provide accommodations for differences in learning styles and language proficiency.</p>	<p>Assessments <b>rarely</b> are free of bias, <b>rarely</b> provide accommodations for individual and cultural differences, and/or <b>rarely</b> provide accommodations for differences in learning styles and language proficiency.</p>

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<b>12. QUALITY OF TEACHING PRACTICES</b>			
Teaching practices include a wide range of instructional strategies that are selected based on content, needs of students, and cognitive demand of the GCEs.	Teaching practices include a <b>wide range</b> of instructional strategies that are <b>consistently</b> selected based on content, needs of students, and cognitive demand of the GCEs.	Teaching practices include a <b>range</b> of instructional strategies that are <b>sometimes</b> selected based on content, needs of students, and cognitive demand of the GCEs.	Teaching practices include a <b>limited range</b> of instructional strategies that are <b>rarely</b> selected based on content, needs of students, and cognitive demand of the GCEs.

**Scoring Steps for Reviewer:**

1. Note each Category rated as “Meets Approval” in submitted unit document (circle all that apply):  
**1 2 3 4 5 6 7 8 9 10 11 12**
  
2. **Convert to Total Score:**
  - 4** = 12 Categories rated as “Meets Approval”
  - 3** = 9 Categories rated as “Meets Approval” with none rated as “Does Not Meet Approval”
  - 2** = 8 or fewer Categories rated as “Meets Approval” with none rated as “Does Not Meet Approval”
  - 1** = 1 or more Categories rated as “Does Not Meet Approval”
  
3. Transfer Total Score to Reviewer’s Scoring Rubric, Category III at each cluster level for which this Category of Evidence applies.