

## Thematic Unit Plan Rubric

Scoring Guide: The Unit Plan Rubric is based on a three-point assessment for performance: Not Acceptable (1), Acceptable (2), and Target (3). The total from the Thematic Unit Plan Standards Rubric, which is attached, accounts for 24 possible points (60%) of the final grade while other specific items identified in this rubric account for 29 points (40%) of the final grade.

| Unit Evaluation Items  | Points |
|--|--------|
| <p><b>Narrative Introduction (10 points)</b></p> <p>_____ Convincing justification of selected theme as focus of unit.</p> <p>_____ Appropriate purpose for designated grade level.</p> <p>_____ Appropriate, logical design of unit.</p>  |        |
| <p><b>Unit Objectives (15 points)</b></p> <p>_____ Overall coherence of unit.</p> <p>_____ Clear, measurable, observable objectives.</p> <p>_____ Appropriate alignment of activities with TEKS objectives.</p>  |        |
| <p><b>Lesson Plans (65 points)</b></p> <p><b>Format:</b></p> <p>_____ Lesson plan format followed correctly.</p> <p>_____ At least one lesson plan focuses primarily on reading, one on writing, one on speaking/listening.</p> <p><b>Order:</b></p> <p>_____ Appropriate justification for chronological placement of each lesson plan.</p> <p>_____ Logical progression of activities, including appropriate scaffolding for learning and sequencing activities.</p> <p><b>Standards:</b></p> <p>_____ Appropriate choice and identification of TEKS student expectations.</p> <p><b>Instructional Strategies/Methods:</b></p> <p>_____ Meaningful, integrated activities of four language arts.</p> <p>_____ Relevant, integrated grammar instruction.</p> <p>_____ Appropriate reading strategies.</p> <p>_____ Evidence of instruction in composing processes.</p> <p>_____ Variety in instructional strategies/methods to meet individual student needs.</p> <p>_____ Meaningful use of technology and media (print/nonprint) to support assignments.</p> <p>_____ Variety of assessment tools with clear purposes and guidelines that provide evidence of effect on student learning.</p> |        |
| <p><b>Bibliography (10 points)</b></p> <p>_____ Adheres to prescribed MLA format.</p> <p>_____ Includes all resources and texts for each of ten lesson plans.</p> <p>_____ Includes a variety of fundamental resources of research and theory, including print and nonprint, related to English Language Arts.</p>   |        |
| <b>Total Points</b>  |        |
| <b>Total from Thematic Unit Plan Rubric ( _____ /100 x .80 = _____ points)</b>   |        |
| <b>Total from Thematic Unit Plan Standards Rubric ( _____ /24 x .20 = _____ points)</b>  |        |
| <b>TOTAL POINTS AWARDED FOR UNIT PLAN</b>  |        |

## Attachment B: Thematic Unit Plan Standards Rubric and Scoring Guide

| Standard | Unacceptable<br>1  | Acceptable<br>2   | Target<br>3   | Suggestions | Score |
|----------|--|---|---|-------------|-------|
| 3.1.2    | Candidate demonstrates little understanding of how reading, writing, speaking, listening, viewing, and thinking are interrelated areas of the ELA experience.  | Candidate demonstrates how reading, writing, speaking, listening, viewing, and thinking are interrelated in their own learning and in their students' learning of ELA.  | Candidate designs, implements, and assesses instruction that engages all students in reading, writing, speaking, listening, viewing, and thinking as interrelated dimensions of the learning experience in ELA.   |             |       |
| 3.1.6    | Candidate exhibits a lack of knowledge of English grammars and their application to teaching.  | Candidate uses knowledge of English grammars in teaching students both oral and written forms of the language.  | Candidate incorporates an in-depth knowledge of English grammars into teaching skills that empower students to compose and to respond effectively to written, oral, and other texts.  |             |       |
| 3.2.3    | Candidate exhibits infrequent use of the processes of composing to create various forms of oral, visual, and written literacy.   | Candidate uses composing processes in creating various forms of oral, visual, and written literacy and engages students in these processes.   | Candidate demonstrates a variety of ways to teach students composing processes that result in their creating various forms of oral, visual, and written literacy.   |             |       |
| 3.3.3    | Candidate uses few strategies to comprehend, interpret, evaluate, and appreciate texts.  | Candidate uses a wide variety of strategies to comprehend, interpret, evaluate, and appreciate texts and teach those strategies to students.  | Candidate integrates into students' learning experiences a wide variety of strategies to interpret, evaluate, and appreciate texts and assess the effectiveness of such strategies in promoting student learning.   |             |       |
| 3.4.1    | Candidate uses a limited number of writing strategies to generate meaning and clarify understanding.   | Candidate uses a variety of writing strategies to generate meaning, clarify understanding and draw upon that knowledge and skill in their teaching.   | Candidate develops in students an ability to use a wide variety of effective composing strategies to generate meaning and to clarify understanding.   |             |       |
| 4.1      | Candidate shows limited experience in examining, and selecting resources for instruction, such as textbooks, other print materials, appropriate for supporting the teaching of ELA.  | Candidate examines and selects resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of ELA.  | Candidate understands the purposes and characteristics of different kinds of curricula and related teaching resources and selects or creates instructional materials that are consistent with what is currently known about student learning in ELA.  |             |       |
| 4.2      | Candidate demonstrates limited ability to design instruction to meet the needs of all students and provide for students' progress and success.   | Candidate aligns curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.  | Candidate creates literate classroom communities by presenting varied structures and techniques for group interactions by employing effective classroom management strategies and by providing students with opportunities for feedback and reflection.   |             |       |
| 4.10     | Candidate uses assessment in instruction by 1) failing to use formal and informal assessment activities and instruments to evaluate student work; 2) failing to employ a variety of means to interpret and report assessment methods and results to students, administrators, parents, and others. | Candidate integrates assessment consistently into instruction by 1) using a variety of formal and informal assessment activities and instruments to evaluate processes and products; 2) creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences. | Candidate integrates assessment consistently into instruction by 1) establishing criteria and developing strategies for assessment that allow all students to understand what they know and can do in light of their instructional experiences; 2) interpreting the individual and group results of any assessments and drawing upon a variety of information in these assessments to inform instruction; 3) assisting all students in becoming monitors of their own work and growth in speaking, listening, writing, reading, enacting, and viewing; 4) explaining to students, parents, and others concerned with education how students are assessed. |             |       |

