

Elementary Assessment 3: Evidence of Planning – Unit Plan

Description:

This assessment/assignment is one project that begins in ECH 3350 and is completed in ECH 4450. The candidate is required to design an interdisciplinary unit plan for an elementary classroom.

Thematic Unit: ECH 4410

This unit is for a five-day week and must contain these elements:

Cover sheet

- A. Name, date, course/section, grade level for plan, theme, time of year
- B. Unit plan as follows:
 - 1. Introduction: Overview of theme/content being studied-this is written in the form of a newsletter to parents of your students. ACEI 5.2
You are expected to use the newsletter formatting taught in Educational Technology.
 - 2. Daily Plans (see format provided in Taskstream) in ACEI 3.1
 - ____ Language Arts- 5 lessons ACEI 2.1
 - ____ Math- 5 lessons ACEI 2.3
 - ____ Science- 1 lesson ACEI 2.2
 - ____ Social Studies- 1 lesson ACEI 2.4
 - ____ a.) Music or Drama, b.) Cooking, c.) Art ACEI 2.5
 - ____ Health ACEI 2.6
 - ____ Physical Activity--Movement ACEI 2.7
 - ____ minimum of ONE lesson (from above) must include technology-technology that the children use
 - ____ 2 rubrics that you have created to go with the lessons-using Rubric Wizard on Taskstream- ACEI 4.0
 - ____ include two other rubrics from the TS pre-made rubrics
 - ____ an assessment checklist for at least one lesson ACEI 4.0
 - ____ include an example of student work- word processed, scanned, or digital photo—or a combination of samples for any of the five categories of lessons listed above
- C. Appendices:
 - I. ____ a listing of special activities/events that you would include--- guest speakers, field trips, cooking activities, etc
 - II. ____ a section of 5 or more finger plays or poems and songs that support the unit (you may also use one or two of them as a part of the separate lesson plan)
 - III. ____ a listing of children's literature—**minimum** of 15- both fiction and non-fiction that support the unit (you may also use any one or

more of these books on specific lesson plan) ---LIST full
bibliographic information: title, author, illustrator, date, publisher,
ISBN

- IV. _____a listing and brief review of a minimum of three websites that
enhance the unit and/or that will be directly used by students
- V. Unit planning web—brainstorming web- initial planning ACEI 3.1
- VI. UNIT lesson planning Bloom/Gardner grid ACEI 3.4

Unit Plan Rubric – ECH 3350/4450

Developmentally Appropriate Environments and Applied Child Development

ELEMENT	4 = proficient	3 = advanced competent	2 = beginning competent	1 = developing	Score
Lessons based on developmentally appropriate practice. <u>ACEI 1, 3.1</u>	all lessons are very developmentally appropriate	most lessons are developmentally appropriate	some lessons are developmentally appropriate	many lessons are not developmentally appropriate	
Lessons are engaging for students <u>ACEI 3.4</u>	extremely	average	somewhat	few or none	
Standards <u>ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</u>	Key standards are referenced. Lesson is guided by standards.	Some relevant standards are referenced. Lesson is influenced by standards. Too many or too few standards are included. (Lesson may name many standards instead of focusing on important, key standards; alternately, lesson may not name relevant key standards).	Standards are alluded to in lesson, and lesson is related to standards.	No standards are mentioned in lesson. Lesson is not related to standards.	
Objectives within each lesson plan <u>ACEI 1, 3.1, 3.2, 3.3</u>	Objectives provide a clear sense of what students will know and be able to do as a result of the lesson. All objectives are clearly and closely related to standards.	Objectives provide some sense of what students will know and be able to do as a result of the lesson. Most of the objectives are related to standards.	Objectives do not provide a clear sense of what students will know and be able to do as a result of the lesson. Some of the objectives are related to standards.	Objectives are missing, unclear, or are unrelated to standards.	

ELEMENT	4 = proficient	3 = advanced competent	2 = beginning competent	1 = developing	Score
Instructional Activities <u>ACEI 1, 3.2, 3.4</u>	Activities provide a logical path to meeting objectives. No activities are extraneous or irrelevant. Students of many learning styles and strengths can benefit from activities.	Activities relate to objectives. A few activities may be extraneous or irrelevant. Activities are accessible to students of more than one learning style of strength.	Activities relate peripherally to objectives. Some activities are extraneous or irrelevant. Activities are not accessible to students with different learning styles and strengths.	Activities are unrelated to objectives. Many activities are extraneous and irrelevant. No attempt is made to individualize activities for learning styles or strengths.	
Differentiated Instruction <u>ACEI 3.2</u>	Lesson clearly offers appropriate, creative, and well-integrated challenges for students of all levels, including gifted students and students with special needs.	Lesson includes some differentiated instruction for gifted students and students with special needs.	Lesson plan includes minimal differentiated instruction, limited to either gifted students OR students with special needs.	No differentiation of instruction is mentioned.	
Assessment strategies for teacher are provided <u>ACEI 4</u>	Assessment is directly related to objectives and standards. Assessment provides opportunities for students with varying learning styles and strengths to excel.	Assessment is related to objectives and standards. Assessment is less accessible for students with certain learning styles and strengths.	Assessment is somewhat related to objectives and standards. Assessment is not appropriate for all students' learning styles and strengths.	Assessment is unrelated to objectives and standards.	
Professional presentation: grammar, mechanics and conventions of writing	Nearly error-free which reflects clear understanding and thorough proofreading	Few grammatical and/or mechanics and/or conventions of writing	Numerous errors in mechanics and/or conventions of writing	Multiple grammatical and stylistic errors---not acceptable for a college student- and future teacher	

DATA SUMMARIES

ASSESSMENT #3: ELEMENTARY PLANNING LESSONS/UNITS FOR INSTRUCTION

ELEMENT/STANDARD	4 Proficient	3 Advanced Competent	2 Beginning Competent	1 Developing
Lessons: Developmentally Appropriate ACEI 1, 3.1				
Spring 2007	38	31	2	0
Summer 2007	5	9	0	0
Fall 2007	11	18	2	0
Spring 2008	24	9	2	0
Fall 2008	9	24	0	0
Spring 2009	17	29	1	0
Summer 2009	9	11	1	0
Fall 2009	11	20	0	0
Spring 2010				
Lessons: Engaging for students ACEI 3.4				
Spring 2007	37	33	1	0
Summer 2007	4	10	0	0
Fall 2007	17	13	1	0
Spring 2008	25	7	3	0
Fall 2008	15	18	0	0
Spring 2009	11	34	2	0
Summer 2009	10	9	2	0
Fall 2009	8	23	0	0
Spring 2010				

State Standards Addressed ACEI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7				
Spring 2007	26	32	11	2
Summer 2007	3	8	2	1
Fall 2007	10	19	2	0
Spring 2008	8	9	12	6
Fall 2008	10	19	3	1
Spring 2009	14	32	1	0
Summer 2009	4	11	5	1
Fall 2009	12	17	2	0
Spring 2010				

ELEMENT/STANDARD	4 Proficient	3 Advanced Competent	2 Beginning Competent	1 Developing
Objectives ACEI: 1, 3.1, 3.2, 3.3				
Spring 2007	17	36	17	1
Summer 2007	1	10	2	1
Fall 2007	9	18	4	0
Spring 2008	9	17	6	3
Fall 2008	11	16	5	1
Spring 2009	6	28	12	1
Summer 2009	5	12	3	1
Fall 2009	9	20	2	0
Spring 2010				
Instructional Activities ACEI: 1, 3.2, 3.4				
Spring 2007	21	16	29	5
Summer 2007	3	3	6	2
Fall 2007	9	16	6	0
Spring 2008	11	7	6	3
Fall 2008	10	18	4	1
Spring 2009	9	32	5	1
Summer 2009	6	11	3	1
Fall 2009	8	20	3	0
Spring 2010				
Differentiated Instruction ACEI: 3.2				
Spring 2007	19	36	16	0
Summer 2007	4	7	3	0
Fall 2007	9	17	5	0
Spring 2008	16	12	6	1
Fall 2008	5	15	9	4
Spring 2009				
Summer 2009				
Fall 2009				
Spring 2010				

ELEMENT/STANDARD	4 Proficient	3 Advanced Competent	2 Beginning Competent	1 Developing
Assessment Strategies ACEI: 4				
Spring 2007	21	39	9	2
Summer 2007	1	9	3	1
Fall 2007	10	17	4	0
Spring 2008	10	13	6	6
Fall 2008	5	15	9	4
Spring 2009				
Summer 2009				
Fall 2009				
Spring 2010				
Grammar, Mechanics, and Conventions of Writing				
Spring 2007	13	37	19	2
Summer 2007				
Fall 2007	3	25	3	0
Spring 2008	6	20	6	3
Fall 2008	12	18	3	0
Spring 2009	27	17	3	0
Summer 2009	6	13	2	0
Fall 2009	14	15	2	0
Spring 2010				