

Unit Of Practice Evaluation Rubric

UOP	Accomplished- 3	Developing - 2	Emerging - 1	Comments
Abstract/ Snapshot/Summary	Clearly stated and includes the content knowledge and skills students should know and be able to do at the end of the unit.	Clearly stated, but lacks complete information students should know and be able to do at the end of the unit	Too vague or general..	
Standards	Content, technology, and specialty area standards are listed and referenced in the task and assessment components of the unit.	Content, technology and specialty area standards are defined in general terms. Or, well defined standards are listed from only one category.	Content, technology and specialty area standards are vague or not included.	
Outcomes/ Objectives	Concise descriptions of knowledge and skills that students are expected to learn.	Some description of the student's knowledge and skills learned.	The description is vague or not included.	
Invitation/ Essential Question	Motivates students into the unit by relating to the learner's interests and goals; is engaging and matches the unit.	Somewhat relates to the learner's interests.	Purely factual with no appeal to relevance or importance.	
Situations/ Learning Environments	Situations are described in terms of location; time required per day, week, month or year; duration; and physical environment.	Situations are described in general terms of location, time or duration.	Location, time or duration is too vague or omitted.	
Interactions	Group dynamics and participants' roles are clearly stated. Teacher's role is defined. All are correlated with the tasks.	Group dynamics and participants' roles are stated but not clearly defined. Teacher's role is not clearly defined.	Participants and teacher's roles are not stated.	
Tasks/ Procedures/ Activities	Tasks are clearly stated, sequenced and easily understood for a teacher trying to duplicate this Unit of Practice.	Tasks are not clearly stated or sequenced.	A general list of the tasks is included.	
Tools/ Resources	Required tools and specific software titles are clearly listed, defined, and referenced so that anyone could find the materials.	Most of the required tools and specific software titles are listed, but not clearly defined or referenced.	Required tools and specific software titles are missing. No definitions or references.	
Assessments	Description of how students have met all standards, goals and objectives is clearly stated.	Description of how students have met some of the standards, goals and objectives is stated.	Description of how students have met standards is vague or omitted.	
Adaptations/ Modifications for Differentiated Instruction	Contains information related to Special Education; BLE/ESL; and Gifted areas with detailed instruction.	Contains information for at least one of the special needs areas with detailed instruction.	Lacks detailed instruction or does not cover special needs areas.	
Instructor's Notes	Provides detailed instruction on the preparation and implementation needed for this unit.	Provides some instruction as to the preparation or implementation needed for this unit.	Very little or no detailed instruction on preparation or implementation needed for this unit.	