

Unit Plan - Assessment Rubric

Technology Connected Unit Plan - Assessment Rubric

Candidate Name _____ Observer Name _____
 Date of Observation _____
 School _____
 Period _____ Grade Level _____
 Course Content _____
 Lesson Content Topics _____
 Cooperation Teacher Name _____

Directions: Please check the appropriate spaces and provide comments. Use the back of this form as necessary.

1. Louisiana Components of Effective Teaching

	Unacceptable (2pts.)	Acceptable (3pts.)	Target (4pts.)	Not Observed	Total/ Comments
1. Candidate starts class promptly.					
2. Candidate gains students' attention before lesson /begins with introductory statement/ activity.					
3. Purpose of lesson was communicated to students.					
4. Directions clearly given.					
5. Candidate spoke clearly and correctly.					
6. Candidate demonstrated enthusiasm.					
7. Candidate moves around the classroom and made contact with students as needed.					
8. Instructions provided in clear and understandable fashion.					
9. Students actively involved.					
10. Explanations and clarifications given as needed.					
11. Candidate provided specific feedback.					
12. Candidate asks appropriate questions.					
13. Candidate uses instructional aids and materials.					
14. Activities sequenced logically.					
15. Candidate attends to classroom management issues.					
16. Candidate makes content relevant to students.					
17. Enrichment/ remedial activities assigned as needed.					

Standard 2 ELA Candidate Attitudes – Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adapt and strengthen professional attitudes needed by English Language arts teachers.

	Unacceptable (2pts.)	Acceptable (3pts.)	Target (4pts.)	Not observed	Total/COmments

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2.1 Candidate demonstrates ways in which they created an inclusive and supportive learning environment in which all students engaged in learning.					
2.2 Candidate demonstrated ways in which they used ELA to help your students become familiar with their own and others' cultures.					
2.4 Candidate demonstrated ways in which they used practices designed to assist students in developing critical thinking and judgment					
2.5 Candidate demonstrated ways in which they made connections between the ELA curriculum and development in culture, society and education					
2.6 Candidates demonstrated ways in which they engaged students in activities that demonstrated the roles of arts and humanities in learning.					

Standard 3 Candidate Knowledge – Candidates are knowledgeable about language, literature, oral, visual and written literacy; print and non print media; technology and research theory and findings.

	Unacceptable (2pts.)	Acceptable (3pts.)	Target (4pts.)	Not observed	Total/Comments
3.1 Candidate demonstrated ways in which they used the knowledge of students' language acquisition and development as a basis for designing appropriate learning activities that promote student learning.					
3.2 Candidate demonstrated respect for diversity in language use, patterns and dialect across cultures, ethnic groups, geographic regions and social roles. Student accommodated student differences in their teaching.					
3.3 Candidate demonstrated use of the writing process in creating various forms of oral, visual and written literacy and engaged students in these processes.					
3.4 Candidate used a variety					

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of writing strategies to generate meaning and clarify understanding and draw upon knowledge and skill in your teaching.					
3.5 Candidate used a variety of genres and cultures, works by female authors, works by authors of color, and works from different time historical periods.					
3.6 Candidate incorporated technology and print/nonprint texts into your teaching.					
3.7 Candidate demonstrated how theory related to teaching the ELA impacted their teaching decisions.					

Standard 4.0 Candidate Pedagogy – Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students and teaching.

	Unacceptable (2pts.)	Acceptable (3pts.)	Target (4pts.)	Not observed	Total/Comments
4.1 Candidate successfully aligned curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small group and individual work.					
4.2 Candidate integrated interdisciplinary teaching strategies and materials into the teaching and learning process for students.					
4.3 Candidate created and sustained learning environment that promote respect for and support of individual differences or race ethnicity; language, culture, gender and ability.					
4.4 Candidate engages pupils often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.					
4.5 Candidate engaged students in learning experiences that consistently emphasize varied uses and purposes for language in communication					

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4.6 Candidate engaged students in making meaning of texts through personal response.					
4.7 Candidate demonstrated that their students select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.					
4.8 Candidate integrated assessment consistently into instruction by using a variety of formal and informal assessments activities and instruments to evaluate processes and products. Candidate used a variety of ways to interpret and report assessment methods and results to students, parents, administrators and other audiences.					