

**UAF SCHOOL OF EDUCATION
SECONDARY POST-BACCALUAREATE LICENSURE PROGRAM**

EDSC 472 Final Unit Assessment
Date _____

Intern _____
Reviewed by _____

The unit assessment has two sections. The first section is a short checklist of items that give information about the unit. Each of the items is required; if an item is not present the unit will be returned for revision. Items are not assessed but are simply checked off. The second section contains assessed items. Each item is required and is assessed by its own criteria. If any item is not at the “Meets” level of its criteria the unit will be returned for revision.

Section I

Present/Not Present Components

Each unit must contain the following components. If all components are not present the unit will be returned for revision.

Present

Not Present

Unit
Title _____

Calendar of Unit Activities _____

Student Supplementary Handouts
(include with appropriate lesson
plans) _____

Grade
Derivation _____

Section II

Assessed Components

Rating of each component is checked.

Rationale

___*Exceeds*: Explains how this unit fits into local curriculum and how content assists students in meeting listed state and/or national standards. Describes importance of unit’s content to the students to whom it is taught.

___*Meets*: Explains how this unit fits into local curriculum and how content assists students in meeting listed state and/or national standards.

___*Does Not Meet*: Connection between unit content local curriculum and state/national standards is not clearly described or is missing.

Objectives

Exceeds: Objectives are specific and measurable and address content and skills, which are explicit or implicit in the unit. Judicious selection of state/ national standards is apparent. The connection of the objectives to state/national standards is articulated.

Meets: Objectives are specific and measurable and address content and skills, which are explicit or implicit in the unit. Judicious selection of state/ national standards is apparent.

Does Not Meet: Objectives are vague and/or not measurable. Standards are not selectively chosen; it appears that no criteria for selection has been applied to included standards.

Lesson Plans

Exceeds: Plans are detailed and thorough. All required components are included (including objectives, assessment, and instruction). Contingencies are made for special needs students and for student differentiation. More than two types of instructional models are utilized within the unit. At least two different types of assessments are utilized within the unit.

Meets: Plans are understandable but are not as detailed as a sub would need. Some components are missing from some plans. Contingencies are made for special needs students but differentiation for other students is not apparent. Two types of instructional models and two types of assessments are utilized within the unit.

Does Not Meet: Plans are vague and incomplete. Required components are consistently overlooked. Accommodations for special needs students and differentiation for other students are not apparent. There is no variation in types of instructional models and/or assessment types within the unit.

Content Reading Strategies

Exceeds: At least two content reading strategies are included and are clearly aligned with the lesson or lessons within the unit. Explanation of their placement and function is included.

Meets: At least two content reading strategies are included. Their placement within the unit is explained.

Does Not Meet: Fewer than two content reading strategies are present or the strategies' inclusion in the unit are not explained.

Pre and Post Assessments

Exceeds: Pre and Post assessment tools are present. A graphic display compares student performance on pre and post assessments. Percentage of students who made at least a 10% gain in post -assessment results over pre-assessment results is reported. An explanation of how the post assessment measures student progress toward objectives and standards is present. A reflection on the displayed data and a clearly described plan for acting on the data is included.

Meets: Pre and Post assessment tools are present and a graphic display compares performance on pre and post assessments. Percentage of students who made at least a 10% gain in post -assessment results over pre-assessment results is reported. The

discussion of the data is cursory and plans based on displayed data do not take into account all levels of student performance.

Does Not Meet: Pre and Post assessment tools are present and a graphic display compares performance on pre and post assessments. Percentage of students who made at least a 10% gain in post -assessment results over pre-assessment results is reported. There is no discussion of the data.

Assignments

Exceeds: Includes a range of assignment types with a variety of assessments including group and individual work. Copies of assignments and assessments are congruent. Connections to lesson/unit objectives are articulated.

Meets: Includes more than one type of assignment and assessment. Congruence of assignments and assessments is apparent. Connections to lesson/unit objectives seem clear but are not articulated.

Does Not Meet: One type of assignment and assessment predominates. Congruence of assignments/assessments and lesson/unit objectives is not always apparent and is not articulated

Student Work

Exceeds: Includes multiple samples of a range of student work that includes instructor feedback. Feedback specifies both positive elements of work and ways to improve. Samples are clearly copies or photographed.

Meets: Includes at least one sample of exemplary, satisfactory and unsatisfactory student work with instructor feedback. Feedback explains errors and gives suggestions for improvement. Samples may be somewhat difficult to read.

Does Not Meet: Includes one or fewer samples –no range. Samples do not have instructor comments. Copies of samples are difficult to read.

Reflections

Exceeds: Reflections are thoughtful and constructive and demonstrate a clear desire to maximize student understanding. Clear connection between stated philosophy and unit implementation is articulated. Future modifications are noted.

Meets: Reflections are adequate but do not demonstrate deep consideration of student needs and progress toward objectives/standards. A connection between stated philosophy is apparent.

Connection is not articulated but can be inferred. Tendency is to assume all is well unless proven otherwise.

Does Not Meet: Little or no depth in the reflection. Inadequacies are blamed on others (students/mentor/situation). Reluctance to accept responsibility for unit's inadequacies. No connection to stated philosophy is articulated and none can be immediately inferred.

Comments: