

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

EDSC 472 Initial 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.*

Philosophy Statement

\_\_\_*Exceeds*: Articulates clearly and concisely beliefs about teaching and learning. Is research and experientially based. Explains how philosophy will be implemented in content area.

\_\_\_*Meets*: Articulates beliefs about teaching and learning. Appears to be experientially based. Conforms to length requirements. Is generalized but is not applied to content area.

\_\_\_*Does Not Meet*: Is not identifiable as a philosophy. Beliefs are not clearly explained. May exceed or be grossly under length requirement.

### 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.

\_\_*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.

\_\_*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.

### 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

### 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.

### 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: