

INTERDISCIPLINARY THEMATIC UNIT PROJECT RUBRIC

Student Name:

| CATEGORY | 0 Lacking Evidence | 1 Somewhat Evident | 2 Apparently Evident | 3 Clearly Evident and or Excels | Pts. |
|--|---|--|---|---|-------------|
| Unit Organization | Disorganized | Somewhat organized | Organized | Highly organized | |
| Constructivist Philosophy | No or minimal evidence the Constructivist Philosophy is being applied in the plan. | Some evidence the Constructivist Philosophy is being applied in the plan. | Fair evidence the Constructivist Philosophy is being applied in the plan. | Constructivist Philosophy is clearly being applied consistently throughout the plan. | |
| *Cultural Heritage of the Turtle Mountain Band of Chippewa | No evidence of authentic culture is being applied and or stereotypes are used. | Some evidence authentic culture is being applied on a limited basis and or stereotypes are used. | Authentic culture is being applied and only a few or no stereotypes are used. | Authentic culture is being applied consistently and creatively and stereotypes are nonexistent. | |
| Diverse Learner Considerations | Does not address the diversities of learners in the unit. | Remediation, enrichment, and multiculturalism are addressed somewhat but could be improved in the unit. | Remediation, enrichment, and multiculturalism are addressed most of the time in the unit. | Remediation, enrichment, and multiculturalism are clearly and consistently addressed in the unit. | |
| Standards, Benchmarks and Objectives | Standards, benchmarks and or objectives are inconsistent. | Standards, benchmarks and or objectives are somewhat consistent. | Standards, benchmarks and or objectives are mostly consistent. | Standards, benchmarks and or objectives are consistent. | |
| Electronic Technology | Minimal use of technology in the unit. | Technology is evident but at a low level of student engagement in the unit. | Technology is evident and students are engaged in the process in the unit. | Technology is consistently used and students are highly engaged in the process in the unit. | |
| Daily Plans | Daily plans are missing too many elements for a substitute teacher to keep the unit on track. | Daily plans contain fair amount of the elements for a substitute teacher to probably keep the unit on track. | Daily plans contain all of elements and a substitute teacher will very likely keep the unit on track. | Daily plans contain all plan elements and additional tools for a substitute teacher to keep the unit on track without delays. | |
| Supporting Documents | Missing too many supporting documents to carry out the plan effectively. | Some missing supporting documents which may hinder carrying out the plan effectively. | Most supporting documents are developed and attached to carry out the plan effectively. | All supporting documents are developed and attached to carry out the plan effectively. | |
| Assessment | Too few assessments are vaguely represented in the unit. | Some assessments are presented in the plan but lack clear objectives. | A consistent amount of assessments are present in the plan and they measure clear objectives. | Multiple assessments are present in the plan and measure objectives. | |
| Creativity | Standard unit plan. | Creativity is applied occasionally in the unit plan. | Creativity is applied often in the unit plan. | Creativity is clearly evident throughout the plan. | |

| CATEGORY | 0 Lacking Evidence | 1 Somewhat Evident | 2 Apparently Evident | 3 Clearly Evident and Excels | Pts. |
|---|--|---|---|---|-------------|
| Timeline - Six hours per day | The unit plan does not follow the daily Elementary time frame. | The unit plan somewhat follows the daily Elementary time frame. | The unit plan generally follows the daily Elementary time frame. | The unit plan clearly follows the daily Elementary time frame. | |
| Mechanical and Grammar | Many mechanical and/or grammatical errors are evident throughout the plan. | Few mechanical and/or grammatical errors are evident throughout the plan. | 1 to 2 mechanical and/or grammatical errors are evident throughout the plan. | No mechanical and/or grammatical errors are evident throughout the plan. | |
| Theme | The theme is vaguely recognized in plan. | The theme is somewhat evident throughout the plan. | The theme is clearly evident throughout the plan. | Theme is highly recognized and uniquely applied throughout the plan. | |
| Resources: (Sources of information) | No resources are listed. | Only two resources are referenced. | Four or more resources of high quality (scholarly) are referenced. | Clearly a high quantity and quality (scholarly) of resources are referenced. | |
| Materials (supplements needed for the unit) | No materials are evident and this will greatly limit the unit plans effectiveness. | Some materials are evident to carry out the unit plan. | Most materials are evident to carry out an effective unit plan. | All materials are evident to carry out an effective unit plan. | |
| **Disciplines incorporated in the unit plan | Minimal disciplines are incorporated into the plan (less than four). | At least four academic and artistic disciplines are incorporated into the plan. | At least five academic and artistic disciplines are incorporated into the plan. | All (more than six) academic and artistic disciplines are incorporated into the plan. | |
| Instructor comments: | | | | | |

*The culture of the Turtle Mountain Band of Chippewa is diverse so be sure to include various interests.

**Academic and artistic disciplines include: Math, science, art, social studies, language arts, health, physical education and technology. Each of these disciplines have sub-categories; see the North Dakota Department of Public Instruction website at <http://www.dpi.state.nd.us/> for more clear information.