



Unit of Instruction (UOI) Scoring Rubric AY 2017-2018

UOI Element 1 – Unit objectives are aligned with Board of Education (BOE)-approved content standards and curriculum.

0 – The unit objectives are not aligned with BOE-approved content standards and curriculum, or no unit objectives are stated.

2 – At least half of the unit objectives are clearly aligned with BOE-approved content standards and curriculum.

4 – All the unit objectives are clearly aligned with BOE-approved content standards and curriculum.

NOTE: If unit objectives are not provided, return the UOI to be completed instead of scoring the elements as a “0”.

UOI Element 2 – Unit objectives are evident through essential and guiding questions that focus student attention on meaningful activities leading to desired learning.

0 – The UOI does not include essential and guiding questions.

2 – The UOI includes minimal essential and guiding questions, or questions that do not fully capture the unit objectives.

4 – The UOI includes clear and complete essential and guiding questions that fully capture the unit objectives.

UOI Element 3 – Essential and guiding questions promote high-level thinking.

0 – Essential or guiding questions do not promote high-level thinking, or no essential or guiding questions are present.

2 – Only a few essential or guiding questions clearly promote depth-of-knowledge levels 3 and 4 (strategic thinking or extended thinking).

4 – Includes multiple essential and guiding questions that clearly promote depth-of-knowledge levels 3 and 4.

*** In Assessment for Learning (AFL) schools, the “learning target” may be equivalent to and used in lieu of essential or guiding questions. Essential questions should be high level, but guiding questions may or may not be high level.**

UOI Element 4 – Instructional elements directly link to the unit objectives.

0 – The instructional elements (e.g., learner activities, student work samples, assessments) are not directly linked to the unit objectives.

2 – The instructional elements directly link to the unit objectives for at least half the elements, or the elements appear to link to the unit objectives but are so few in number that linkage is unclear.

4 – All instructional elements directly link to the unit objectives and the number of elements is sufficient to fully determine linkage.

UOI Element 5 – Includes a process of formative assessment to inform instruction and summative assessment to evaluate student learning.

0 – The UOI contains no data collection elements for formative and summative assessment.

2 – The UOI contains appropriate data collection for either, but not both, formative or summative assessment. Data may be collected for both, but not clearly or systematically collected and used.

4 – The UOI contains clear, systematic data collection for both formative and summative assessments. Evidence is provided.

UOI Element 5b – Student Learning Outcomes (SLO)

NOTE: Do NOT score Organizer Section 5b. This section is provided as a means of documenting the measurement of student learning and is a locally defined procedure or administrative procedure.

UOI Element 6 – Includes research-based instructional strategies in the unit.*

0 – The unit does not include research-based instructional strategies.

2 – The unit includes one to two research-based instructional strategies that are minimally justified with evidence.

4 – The unit includes three or more research-based instructional strategies that are strongly justified with appropriate evidence.

** Research-based instructional strategies may include: testing, feedback, goals and sub-goals, vocabulary building, concept mapping (similarities and differences), capturing attention, spaced practice, summarizing and reviewing, reinforcing effort, using cognitively complex tasks, graphic organizers, academic play or games, note taking, clickers for voting, direct instruction, advanced organizers (activating prior knowledge), cooperative learning, and computer-assisted instruction.*

UOI Element 7 – Describes instructional strategies for differentiated instruction appropriate for diverse learners present in the classroom.

0 – Instructional strategies are not included for diverse learners.

2 – Instructional strategies are included for diverse learners, but some are vague, poor quality, or limited for one or more of the groups of diverse learners present in the classroom.

4 – Instructional strategies are clear, thoughtful, and detailed for a variety of diverse learners.

UOI Element 8 – Includes a process leading students to self-reflect about their personal goals regarding the unit objectives.

0 – The UOI contains no process for leading students in self-reflection about their personal goals regarding the unit objectives.

2 – The UOI contains a vague or minimal process in which the teacher leads students in self-reflection about their personal goals regarding the unit objectives.

4 – The UOI contains a strong, clear process in which the teacher leads students in effective self-reflection about their personal goals regarding the unit objectives. Evidence is provided.

UOI Element 9 – Includes supporting resources used to facilitate the learning process.

0 – The UOI contains no supporting resources.

2 – The UOI contains a minimal number (about half) of appropriate supporting resources, such as comparative student work samples/anchor papers, schedules/pacing guides, task outlines, scoring guides/rubrics, assessments, or other appropriate resources for instruction.

4 – The UOI contains a full array of appropriate, supporting resources.

UOI Element 10 – Describes how the UOI will improve family and community involvement in the learning process.

0 – The UOI does not discuss how families or the community will be involved in the learning process.

2 – The UOI includes a limited discussion of how families or the community will be involved in the learning process.

4 – The UOI explicitly discusses how families or communities will be involved in the learning process.

NOTE: The UOI may build upon an overall school district plan that also addresses this issue.

UOI Element 11 – Self-reflection about the UOI

NOTE: Do NOT score Organizer Section 11. This section is intended to help the teacher improve the unit for students.



Network for Educator Effectiveness
University of Missouri

© Copyright 2017 by the Curators of the University of Missouri. All rights reserved.
No part of this work may be reproduced or transmitted by any means.