

Capstone Portfolio Unit Rubric

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Assessment

Performance Assessment

| | Target | Acceptable | Unacceptable |
|--|--|---|--|
| Overview of Unit (1, 12%) | Overview clearly describes the topic of the unit. The number of lessons and timeline for teaching are described in detail. | Overview adequately describes the topic of the unit. The number of lessons is included. The timeline for teaching is included. | Overview leaves the reader wondering what the topic is. The number of lessons and/or timeline is sketchy at best. |
| Learning Standards (1, 12%) | State standards are included in the Unit Plan and they are from the state in which the student teacher is teaching. The standards are clearly tied to the topic, objectives, and assessment of the unit. | State standards are included in the Unit Plan and they are from the state in which the student teacher is teaching. The standards are related to the topic of the unit. | If the standards are included in the Unit Plan, they do not relate to the topic, objectives or assessment. |
| Judging Prior Learning (1, 12%) | Students' prior knowledge is clearly assessed and the methods used to assess are described in detail. Results of the assessment are explained and used to plan instruction. | Students' prior knowledge is assessed. Methods used to assess are listed. Results of the assessment are used to plan instruction. | Prior knowledge may or may not be assessed. Results are not used to plan instruction. |
| Plan Instruction (1, 12%) | Instruction is based on assessment of prior knowledge. Teaching methods are explained in detail. A variety of teaching methods are planned. Planning includes accommodations for special needs, including ELL, students on IEPs, and high-achieving students. | Instruction is based on assessment of prior knowledge. Teaching methods are explained and include more than one method. Planning includes accommodations for special needs students. | Instruction is not based on assessment of prior knowledge. Teaching methods are only mentioned. Accommodations for special needs are not included. |
| Lesson Plans (1, 12%) | Lesson plans are detailed including: *Subject being taught *Grade Level *Time needed for each lesson *Materials needed *Specific, measureable objectives *Detailed procedures *Assessments which are clearly tied to the standards and objectives. Several different forms of assessment are used. A substitute teacher could take this lesson plan and teach the lesson without a problem. There is extra information included in the lesson plans. Lesson plans are developmentally appropriate for the age group. There are 3 or more lesson plans included in the unit. | Lesson plans include: *Subject being taught *Grade Level *Time needed for each lesson *Materials needed *Measureable objectives *Procedures *Assessments which are tied to the standards and objectives. At least 2 different forms of assessment are used. Lesson plans are developmentally appropriate for the age group. There are 3 or more lesson plans included in the unit. | Lesson plans do not include the required information. (See Target and Acceptable) |
| Assessment (1, 12%) | The assessment that was utilized in the classroom demonstrates correlation with the objectives and/or standards being targeted. The method of implementation is clearly defined. A student sample has been included. | The assessment that was utilized in the classroom demonstrates some correlation with the objectives and/or standards being targeted. The method of implementation is defined. | The assessment does not include the required information. |
| Analyze (1, 12%) | All questions are thoughtfully answered, in detail. It is obvious that the student teacher learned from teaching this unit. | All questions are thoughtfully answered. | The questions are briefly answered. |
| Reflect (1, 12%) | All questions are thoughtfully answered, in detail. It is obvious that the student teacher learned from teaching this unit. | All questions are thoughtfully answered. | The questions are briefly answered. |