**Quality Unit/Learning Experience Rubric**

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|  | **Meets Expectations** | **Evidence** |
| **Reflects authentic combination of standards from multiple disciplines.** | Standards, not activities, provide the foundation for integrated learning. |  |
| **Encourages student passion and independent work.** | Unit/LE includes some elements of student choice or personalization. |  |
| **Honors disciplinary content and thinking expectations (NGSS, CIII)** | Standards (not topics) from all included content areas are equally important. |  |
| **Is centered in compelling enduring understandings and big ideas.** | Learning is meant “to stick,” to be revisited, and to be connected to previous and subsequent learning. |  |
| **Includes strategic, varied activities to move each student toward success on rigorous assessment.** | Transformative assessment and differentiation are prioritized throughout the unit/LE. |  |
| **Reflects integration of classroom activities across “subjects” and time.** | Unit/LE is central to all instruction (rather than inserted between morning message, guided reading, etc.) |  |
| **Includes attention to literacy and/or numeracy as reflected in “habits of mind.”** | Unit/LE is built around ideas beyond literacy or math skill but includes application of these skills to content learning. |  |
| **Requires higher order thinking (Bloom, Webb, “habits of mind”.)** | Activities included in unit/LE require students to think in ways reflected in the summative assessment. |  |
| **Engages students in 21st Century skills (communication, collaboration, critical thinking, and/or creativity).** | Engagement in 21st skills is expected and assessed; 21st Century skills are central to learning. |  |
| **Is thoughtful in design, balanced in scope and content, of appropriate length.** | Unit/LE is long enough to provide depth but bounded based on time required to attain selected standards. |  |

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