

**BAEE Program • CDTE**  
**THEMATIC UNIT PLAN RUBRIC**

Candidate	Class/Instructor/Date		
	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
<b>Theme</b> <i>-Animals, Plants, SNBH, Solar System, etc.</i>	Fits within existing curriculum map, and is relevant to students and teacher alike	May be relevant, or may fit within existing curriculum map, but lacks both characteristics	Is vague, does not fit within school's existing curriculum map, or is lacking altogether
<b>Subject(s)</b> <i>-literacy, reading, lang.arts, writing</i>	Specification of subject, or subjects, is detailed and clear	Indicates one topic	Specification of subjects is unclear or lacking altogether
<b>Dates and times</b> <i>(2 weeks)</i>	Afford adequate instructional time to accomplish the unit's purposes as spelled out below	Are specified but may not be achievable in planned timeframe	Are vague, unrealistic, or lacking altogether
<b>Procedure:</b>			
<b>Standards</b>	Derived from Diné Content Standards, (Native/World languages), Common Core or district standards	Include some but not all aspects of exemplary standards.	Standards are inaccurate, incomplete, lacking altogether, and/or not posed
<b>Essential question(s)</b>	Are 2 in number, relevant, represent a Big Idea, and require uncoverage	Included 1 in number, relevant, represent a Big Idea, and require uncoverage	Essential questions are vague, inaccurate, incomplete, or lacking altogether
<b>Key vocabulary</b>	Utilized academic language in terms of most important facts, ideas, and concepts that students will comprehend	Included some but not all aspects of exemplary specification of understandings that students will comprehend	Academic vocabulary is vague, inaccurate, incomplete, or lacking altogether
<b>Lesson Plans</b>	Produced two detailed Direct instruction lesson plans and Inquiry lesson plans each	Included 2 lesson plans out of 4, but not all aspects of exemplary specification of understandings that students will apply or perform	Lesson plans are vague, inaccurate, incomplete, or lacking altogether
<b>Assessment</b>	Assessments are aligned to the four standards listed above ( <i>i.e. Diné paradigm as an assessment tool</i> )	Assessments are included, but are somewhat unclear and can be improved	Do not align to the standards
<b>*Teacher Candidate Reflection</b> <i>(Presentation)</i>	Provide opportunities for teacher candidates to self-assess their own learning and growth	Self-assessment is evident, but somewhat unclear and can be improved	Presentation is vague, inaccurate, or incomplete

Total score \_\_\_\_\_/9= \_\_\_\_\_

**Comments**