

## Rubric: Lindy's Revising Revision Four Part Unit

This rubric has been adapted from the University of Chicago Web Institute for Teachers (WIT). This was the only thing that I found remotely appropriate for assessing my unit/project, and that I was remotely comfortable scoring myself with. Hmm – what does that say about me, I wonder? I don't know. This has got to be the adult educator in me... I'm not sure she's helping.

According to the WIT rubric site, this assessment tool is designed to help you get your lesson plan to the place you want it to be. I love that part about this rubric...it's great for planning. It's been helpful to look at my unit using this, but I still feel a little funny about it. I think I'll have to apply this to my unit more conceptually vs. legitimately, or I'll have to consider EVERYTHING – the wiki, the assignments, and my write-up. For example, I'm keen on the teaching components and I think they are necessary for creating lesson plans...so I'm leaving them a part of it, **but** since our project assignment wasn't to build an entire unit, I'm not sure some of the components are done or ready, therefore – will I shoot myself in the foot here??

The original format of this rubric's scoring options (the three headings across) were listed as: **Don't Have A Clue, But Am Hopeful!; I'm Getting There!; By George! I Know I've Got It!**. (I left them bold on purpose.) Also, within the rubric there are 4 sections: Page Presentation; Content; WIT Teaching Guide; and Cooperative Group Work. I've taken some parts of this out, and I've altered parts of this based on the intention of my unit and its design. Again...I really like the WIT Teaching Guide as it helps me think a bit realistically about planning, but for this project, parts are incomplete (this won't count against me, I hope. Oh dear...).

The directions for its original design are as follows: Print a copy of the rubric. Check the boxes under each section that hold the descriptors that best fit the project you are assessing. See Scoring at the bottom of this page to see whether your work is at Don't Have a Clue, But Am Hopeful!; I'm Getting There!; or By George! I Know I've Got It! As you can see, I've changed the headings. This still makes me pretty uneasy... **The Categories I Placed Myself in Look Like This.** **The comments I felt it appropriate to add look like this.**

### Page Presentation (Or How It Looks)

Score Categories (right) & Components (below)	Something Is Missing.	You Can Do Better, Lindy.	Eureka.
Navigability	No way to get from one page to another or from the top of a page to another section without scrolling.	Can get to at least one page by clicking or can get from the top of a page to another section without	Can navigate easily among the pages and within the pages.

		scrolling.	
<b>Mechanics</b>	Several spelling and grammatical errors are present.	A few spelling and grammatical errors are present.	No spelling and grammatical errors are present. Not that I noticed...
<b>Design</b>	Page design is unattractive. Page colors do not enhance the look of the project.	Page design uses some background colors that enhance the look of the project.	Page colors and properties are used to enhance the look of the project. How does one judge this? I think the pages look okay.
<b>Credibility</b>	The author of the page is not identified.	The author of the page is identified. There is no way to contact the author.	The author of the page is identified. Author's e-mail is available to use for feedback. Yes – see homepage and “Why the wiki?”

### Content (Or the Meat of Your Work)

Components	Something Is Missing.	You Can Do Better, Lindy.	Eureka.
<b>Thinking Skills</b>	Completion of lesson requires students to regurgitate or copy information from one place to another; no higher order thinking skills required.	Completion of lesson requires students to think a little about what they're doing, but does not focus on higher-order thinking skills.	Completion of lesson requires students to synthesize information from a variety of sources or think creatively about how to apply information to a local situation.
<b>Academically Sound</b>	The content of the page is not academically sound.	The content of the page is academically sound. The information presented is accurate and current.	The content of the page is academically sound. The information presented is accurate and current. Facts are clearly presented. Credit is given where appropriate.
<b>Standards</b>	Standards have not guided the development of the content.	Standards have guided the development of the content. I don't have standards to follow except the learning outcomes of the class...so...not sure about this one. I gave myself high standards for the unit, overall, though, I'd say...	Standards have guided the development of the content, the activities, the assessment, and the evaluation of this project.

<b>Interactivity</b>	No interactive activities are present in this project.	Some interactive activities are present.	Most of the activities are interactive. Use of the page will enrich and expand the user's imagination.
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**Components of the Lesson Present (Formally known as WIT Teaching Guide)**  
**[Or The Page That is a Pain in the Neck to Do But is Helpful in the Long Run; their words, not mine!]**

<b>Components</b>	<b>Something Is Missing.</b>	<b>You Can Do Better, Lindy.</b>	<b>Eureka</b>
<b>Introduction</b>	Introduction missing.	Introduction incomplete.	Introduction present and clearly stated.
<b>Aim</b>	Aim missing.	Aim incomplete. I'm not sure what this is, exactly; I'm sure I have an "aim" but haven't made it explicit. I guess I like the idea, though.	Aim present and clearly stated.
<b>Rationale</b>	Rationale missing.	Rationale incomplete.	Rationale present and clearly stated.
<b>Audience</b>	Audience missing.	Audience incomplete.	Audience present and clearly stated.
<b>Subject Matter</b>	Subject matter missing.	Subject matter incomplete.	Subject matter present and clearly stated. On our course wiki page (UMB) within my final project write-up.
<b>Goals and Objectives</b>	Goals and objectives missing.	Goals and objectives incomplete. Hmm...do I have objectives for this unit? Sure...but, did I make them apparent, not sure.	Goals and objectives present and clearly stated.
<b>Instructional Plan</b>	Instructional plan missing.	Instructional plan incomplete. What is an instructional plan??	Instructional plan present and clearly stated.
<b>Materials</b>	Materials missing.	Materials incomplete.	Materials present and clearly stated.

<b>Assessment/Evaluation</b>	Assessment/Evaluation missing.	Assessment/Evaluation incomplete. I'm back and forth on this. <i>What does Alex think, I wonder?</i>	Assessment/Evaluation clearly stated. Not sure. Makes sense to not put too much on performance on this just yet.

**Credits:** (no email given); <http://cuip.uchicago.edu/wit/2000/curriculum/homeroommodules/assessEdSites/lessrubricprint.htm>