

EDU 4101 Key Assess Six Level Unit Plan Detail

Generated by: Sara Montgomery 03/05/2026

Rubric Title: EDU 4101 Key Assess Six Level Unit Plan

Mapped standards: PELSB - EPT 8A - Standard 8A - Planning Instruction / PELSB - EPT 8B - Standard 8B - Planning Instruction / PELSB - EPT 8C - Standard 8C - Planning Instruction / PELSB - EPT 8E - Standard 8E - Planning Instruction / PELSB - EPT 8F - Standard 8F - Planning Instruction / PELSB - EPT 9F - Standard 9F - Assessment

Mapped outcomes: -

Enable the N/A option for assessment

Rubric Structure

Elements	Developing	Emerging	Proficient	Exemplary	N/A
	1 Point	2 Points	3 Points	4 Points	N/A
Understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals.	The six-level unit plan does not incorporate a lesson plan template. The lesson plan does not demonstrate an understand of learning theory, subject matter, curriculum development, and student development and did not demonstrate how to use this knowledge in planning instruction to meet curriculum goals. The standards components were not addressed or met.	The six-level unit plan demonstrates an understanding of learning theory, subject matter, curriculum development, and student development and how to use this knowledge in planning instruction to meet curriculum goals. However, the standard components are not adequately addressed with one or more components weakly addressed or missing.	The six-level unit plan demonstrates an understanding of learning theory, subject matter, curriculum development, and student development and how to use this knowledge in planning instruction to meet curriculum goals. The standard components are adequately addressed.	The six-level unit plan demonstrates an understanding of learning theory, subject matter, curriculum development, and student development and how to use this knowledge in planning instruction to meet curriculum goals. All components of the standard are addressed in-depth.	
PELSB - EPT 8A - Standard 8A - Planning Instruction	Not Met	Not Met	Met	Met	
	1 Point	2 Points	3 Points	4 Points	N/A

Plan instruction using contextual considerations that bridge curriculum and student experiences.	The six-level unit plan does not incorporate a lesson plan template. The standard components were not addressed or met.	The six-level unit plan includes instruction, but it is unclear or missing contextual considerations that bridge curriculum and student experiences. The standard components are not adequately addressed with one or more components weakly addressed or missing.	The six-level unit plan includes instruction with a few contextual considerations that bridge curriculum and student experiences. The standard components are adequately addressed.	The six-level unit plan includes instruction with evidence that contextual considerations bridge curriculum and student experiences. All components of the standard are addressed in-depth.	
PELSB - EPT 8B - Standard 8B - Planning Instruction	Not Met	Not Met	Met	Met	
	1 Point	2 Points	3 Points	4 Points	N/A
Plan instructional programs that accommodate individual student learning styles and performance modes.	The six-level unit plan does not incorporate a lesson plan template. The six-level lesson plan does not provide instructional programs that accommodate individual student learning styles and performance modes. The standards components were not addressed or met.	The six-level unit plans a few instructional programs that weakly accommodates or supports individual student learning styles and performance mode. The standard components are not adequately addressed with one or more components weakly addressed or missing.	The six-level unit plans for instructional programs that accommodates and supports individual student learning styles and performance mode. The standard components are adequately addressed.	The six-level unit plans for instructional programs that accommodates and supports individual student learning styles and performance mode. The unit takes into consideration the cultural needs of all students and adjusts lessons as needed to meet the needs of all students. All components of the standard are addressed in-depth.	
PELSB - EPT 8C - Standard 8C - Planning Instruction	Not Met	Not Met	Met	Met	
	1 Point	2 Points	3 Points	4 Points	N/A

<p>Design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress.</p>	<p>Lesson and activities were developed without the use of a lesson plan template. The six-level lesson plan does not operate at multiple levels to meet the developmental and individual needs of students. Standards components were not addressed or met.</p>	<p>The lesson plan template was used, but components of the template are missing or weakly developed. Therefore, lessons and activities were not designed to operate at multiple levels to meet the developmental and individual needs of students and to help all progress. The standard components are not adequately addressed with one or more components weakly addressed or missing.</p>	<p>The lesson plan template was used in the six-level unit plan. The lessons and activities were designed to operate at multiple levels to meet the developmental and individual needs of most students and to them progress. The standard components are adequately addressed.</p>	<p>The lesson plan template was used in the six-level unit plan. The lessons and activities were designed to include cultural components and academic standards, The unit clearly operates at multiple levels to meet the developmental and individual needs of students and to help all progress. All components of the standard are addressed in-depth.</p>	
<p>PELSB - EPT 8E - Standard 8E - Planning Instruction</p>	<p>Not Met</p>	<p>Not Met</p>	<p>Met</p>	<p>Met</p>	
	<p>1 Point</p>	<p>2 Points</p>	<p>3 Points</p>	<p>4 Points</p>	<p>N/A</p>

<p>Implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired.</p>	<p>The lesson plan template was not used. The six-level unit did not include learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired. The standards components were not addressed or met.</p>	<p>The six-level unit did not include all components of the standard and/or weakly addressed learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired.</p>	<p>The six-level unit includes learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired. The standard components are adequately addressed.</p>	<p>The six-level unit includes learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired and includes cultural components and uses Bloom’s Taxonomy to promote higher level thinking. All components of the standard are addressed in-depth</p>	
<p>PELSB - EPT 8F - Standard 8F - Planning Instruction</p>	<p>Not Met</p>	<p>Not Met</p>	<p>Met</p>	<p>Met</p>	
	<p>1 Point</p>	<p>2 Points</p>	<p>3 Points</p>	<p>4 Points</p>	<p>N/A</p>

<p>Use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities.</p>	<p>Assessments are included in the six-level unit but does not identify student strengths and promote student growth and to maximize student access to learning opportunities. The standards components were not addressed or met.</p>	<p>Use of assessments was included in the six-level unit but does not use both summative and formative assessments to identify student strengths and promote student growth and to maximize student access to learning opportunities. The standard components are not adequately addressed with one or more components weakly addressed or missing.</p>	<p>Use of both formative and summative assessments was included in the six-level unit to identify student strengths and promote student growth and to maximize student access to learning opportunities. The standard components are adequately addressed.</p>	<p>Use of both formative and summative assessments was included in the six-level unit to identify student strengths and promote student growth and to maximize student access to learning opportunities. The standard components are adequately addressed. Multiple measures were incorporated to ensure all students learning styles were taken into consideration. All components of the standard are addressed in-depth.</p>
<p>PELSB - EPT 9F - Standard 9F - Assessment</p>	<p>Not Met</p>	<p>Not Met</p>	<p>Met</p>	<p>Met</p>

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Set Title: PELSB-EPT (2010) - PELSB - Standards of Effective Practice for Teachers (2010)
Standard Title: Standard 8A - Planning Instruction
Standard Identifier: PELSB - EPT 8A
Standard Description: The teacher must understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals.
Mapped to: Understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals.

Set Title: PELSB-EPT (2010) - PELSB - Standards of Effective Practice for Teachers (2010)
Standard Title: Standard 8B - Planning Instruction
Standard Identifier: PELSB - EPT 8B
Standard Description: The teacher must plan instruction using contextual considerations that bridge curriculum and student experiences.
Mapped to: Plan instruction using contextual considerations that bridge curriculum and student experiences.

Set Title: PELSB-EPT (2010) - PELSB - Standards of Effective Practice for Teachers (2010)
Standard Title: Standard 8C - Planning Instruction
Standard Identifier: PELSB - EPT 8C
Standard Description: The teacher must plan instructional programs that accommodate individual student learning styles and performance modes.
Mapped to: Plan instructional programs that accommodate individual student learning styles and performance modes.

Set Title: PELSB-EPT (2010) - PELSB - Standards of Effective Practice for Teachers (2010)
Standard Title: Standard 8E - Planning Instruction
Standard Identifier: PELSB - EPT 8E
Standard Description: The teacher must design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress.
Mapped to: Design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress.

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Set Title: PELSB-EPT (2010) - PELSB - Standards of Effective Practice for Teachers (2010)
Standard Title: Standard 8F - Planning Instruction
Standard Identifier: PELSB - EPT 8F
Standard Description: The teacher must implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired.
Mapped to: Implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired.

Set Title: PELSB-EPT (2010) - PELSB - Standards of Effective Practice for Teachers (2010)
Standard Title: Standard 9F - Assessment
Standard Identifier: PELSB - EPT 9F
Standard Description: The teacher must use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities.
Mapped to: Use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities.
