Figure 2.2: Mathematics Unit Planning Rubric

High-Quality Unit-Planning Elements	Description of Level 1	Requirements of the Indicator Are Not Present	Limited Requirements of the Indicator Are Present	Substantially Meets the Requirements of the Indicator	Fully Achieves the Requirements of the Indicator	Description of Level 4 (A rating of 4 means the team completes the indicator together before the unit begins.)
1. Generate essential learning standards.	Teachers do not discuss or agree on the standards students will learn, nor do they create uniform essential learning standards for the unit.	1	2	3	4	The team makes sense of the standards students must learn in the unit and generates essential learning standards all students routinely use throughout the unit.
2. Create a team unit calendar.	Teachers agree on the next unit to teach, but do not determine common pacing of essential learning standards or the dates and use of common assessments.	1	2	3	4	The team determines critical dates for the unit that include the start and end of the unit, common assessments,the analysis of data, flex days needed, and the daily progression of learning in lessons.
3. Identify prior knowledge.	Each teacher independently determines the prior knowledge students need to have learned to access learning in the current unit.	1	2	3	4	The team determines the prior-knowledge standards students need to know to make connections to new learning, and discusses how to engage students in reviewing that prior knowledge.
4. Determine vocabulary and notations.	Each teacher independently determines the academic vocabulary and notations to emphasize throughout the unit.	1	2	3	4	The team determines the academic vocabulary and notations to teach and assess throughout the unit, and discusses how to engage students in using both for clear mathematics communication.
5. Identify resources and activities.	Each teacher independently selects the lessons to teach and the tasks to use for learning. Lessons and tasks may not match the essential learning standard or reflect a rigor balance of higher- and lower-level reasoning.	1	2	3	4	The team identifies curriculum resources to use for teaching mathematics that match the essential learning standards. They determine examples of higher- and lower-level mathematical tasks in which students need to become proficient for each essential learning standard.
6. Agree on tools and technology.	Each teacher independently determines the tools and technology students will use during lessons and assessments.	1	2	3	4	The team agrees on the most effective tools and technology all students will use to learn concepts and which ones students can select from when taking common assessments.
7. Record reflection and notes.	Each teacher (without a team discussion) plans elements of the unit plan. At the end of the unit, the team does not record a reflection on what to keep or change for the next school year.	1	2	3	4	When planning a unit, the team records any notes to remember for instruction and assessments once the unit begins. At the end of the unit, the team reflects on the strengths and weaknesses of the unit and records what to keep or change for next year.

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