**UNIT Rubric Unit # 1**

***Instruction: Use the rubric below to review your unit against the indicators listed below. Consider how someone unfamiliar with your unit would rate your work. Place a checkmark in the appropriate rating box.***

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| **Indicator Description** | **Thoroughly**  **Addressed** | **Adequately**  **Addressed** | **Some Evidence** | **No Evidence** |
| Aligned with PA Core or Next Generation Science Standards |  |  |  |  |
| Big idea is stated as a concise principle, theory, or generalization |  |  |  |  |
| Big idea promotes sense-making and in- depth understanding |  |  |  |  |
| Big idea is widely applicable across disciplines |  |  |  |  |
| Essential questions promote inquiry |  |  |  |  |
| Essential questions are formulated as questions with no right or wrong answers |  |  |  |  |
| Essential questions focus student learning toward the big idea |  |  |  |  |
| Essential questions spark curiosity and a sense of wonder |  |  |  |  |
| Unit goals are reflective of desired learning outcomes |  |  |  |  |
| Evidence that students will be engaged in real life problem-solving is present |  |  |  |  |
| Evidence of technology integration is apparent |  |  |  |  |
| Materials and resources listed incorporate NASA content/ resources |  |  |  |  |
| Assessments listed clearly address unit goals |  |  |  |  |
| Assessments listed offer students a variety of means for demonstrating their understanding or skill proficiency |  |  |  |  |
| Accommodations listed are responsive to the needs of a student with a learning disability, yet still permit the assessment of understanding or skill proficiency |  |  |  |  |