



Instructional Materials Development Rubric

Below is the rubric for the instructional materials that are created as part of each unit. Examples of student-ready teaching tools include, but are not limited to, displays, PowerPoint presentations, models, reading assignments, videos, study guides, webquests, handouts, worksheets. Each concept in this activity should meet or exceed the “at target” proficiency level before being submitted.

TASK 1 Unit Assessment Criteria – Instructional Materials Development			
	Above Target 3	At Target 2	Below Target 1
Based on Standards	Same as “at target” with increased evidence that students will exit the unit with a strong understanding of the standards/benchmarks.	Each deliverable references one to three of the most specifically related benchmarks. Standards and benchmarks are written in full form in the document footer.	Deliverables do not reinforce unit standards or documentation is incomplete.
Accuracy	All information presented as part of the deliverable is historically and technically accurate and includes appropriate source documentation.	All information presented as part of the deliverable is historically and technically accurate.	Not all of the information presented as part of the deliverable is historically and/or technically correct.
Depth of Thought	The Instructional Materials deliberately and thoroughly focus on the enduring understanding of the unit.	The Instructional Materials focus on the enduring understanding of the unit.	The Instructional Materials do not focus on the enduring understanding of the unit.
Formatting	All Instructional Materials include the ETP logo, the NSF footnote disclosure, Course Title and Unit # and Name, and the author name and date. The appearance is professional and consistent.	The Instructional Materials include the ETP logo, the NSF footnote disclosure, Course Title and Unit # and Name, and the author name and date.	The Instructional Materials do not include the ETP logo, the NSF footnote disclosure, Course Title and Unit #, and/or the author name and date.
TASK 2 Unit Assessment Criteria – Instructional Materials Development			
	Above Target 3	At Target 2	Below Target 1
Based on Standards	Same as “at target” with increased evidence that students will exit the unit with a strong understanding of the standards/benchmarks.	Each deliverable references one to three of the most specifically related benchmarks. Standards and benchmarks are written in full form in the document footer.	Deliverables do not reinforce unit standards or documentation is incomplete.
Accuracy	All information presented as part of the deliverable is historically and technically accurate and includes appropriate source documentation.	All information presented as part of the deliverable is historically and technically accurate.	Not all of the information presented as part of the deliverable is historically and/or technically correct.
Depth of Thought	The Instructional Materials deliberately and thoroughly focus on the enduring understanding of the unit.	The Instructional Materials focus on the enduring understanding of the unit.	The Instructional Materials do not focus on the enduring understanding of the unit.
Formatting	All Instructional Materials include the ETP logo, the NSF footnote disclosure, Course Title and Unit # and Name, and the author name and date. The appearance is professional and consistent.	The Instructional Materials include the ETP logo, the NSF footnote disclosure, Course Title and Unit # and Name, and the author name and date.	The Instructional Materials do not include the ETP logo, the NSF footnote disclosure, Course Title and Unit #, and/or the author name and date.

TASK 3			
Unit Assessment Criteria – Instructional Materials Development			

	Above Target 3	At Target 2	Below Target 1
Assessment	Same as “At Target” with increased evidence that the assessment measures deeper student understanding.	An accurate assessment (rubric/test/portfolio, etc.) is included for each of the Task #2 activities. The assessment includes authentic components.	Assessments for the Task #2 are not included or it is unclear how learners achieved.

TASK 4	
Unit Assessment Criteria – Instructional Materials Development	

A thorough unit outline is included.	Yes No
The final resources have been appropriately referenced and uploaded to the searchable database. http://www.ndsu.nodak.edu/ndci/classroom	Yes No
Comments:	Score