



## Teachers For Global Classrooms: Lesson/Unit Plan Feedback Rubric

| Criteria   | Exceptional   | Standard   | Needs Modification  | Not Present   |
|--|---|--|---|---|
| Global Competencies  | Global competencies are innovative, multiple, explicit, and are embedded in the “Established Goals”, “Evidence”, and “Learning Plan” of the lesson/unit.  | Global competencies are multiple, explicit, and are embedded in the “Established Goals”, and “Learning Plan” of the lesson/unit.   | Global competencies don’t meet all the needs under “standard”.  | Global Competencies are incomplete or are not embedded in the lesson/unit.    |
| Desired Results  | Established Goals, Transfer, Meaning, and Acquisition categories are thorough, thoughtful, explicit, relevant, and applicable to classroom content and global competencies. Transfer, Meaning, and Acquisition categories support all of the standards listed in Established Goals. | Established Goals, Transfer, Meaning, and Acquisition categories lack all traits in “exceptional”. Transfer, Meaning, and Acquisition support some, not all, of the content standards listed in Established Goals. | Established Goals, Transfer, Meaning, and Acquisition categories lack all traits in “exceptional” and one is not complete. Very few of the content standards are supported. | Desired Results section is not complete. Content standards are not supported. |
| Evidence   | Evaluative Criteria and Assessment Evidence products and tools are differentiated in rigor and options, collaborative, student generated, and relevant.   | Evaluative Criteria and Assessment Evidence products and tools don’t meet all the needs under “exceptional”.   | Evaluative Criteria and Assessment Evidence products and tools don’t meet all the needs under “exceptional”, and one is not complete.                                       | Evaluative Criteria and Assessment Evidence section is not complete           |
| Learning Plan  | Structure, Instruction, and “Learning Events” offer multiple modalities for learning, incorporate global perspectives, provide student with options, and are relevant to content.   | Structure, Instruction, and “Learning Events” don’t meet all the needs under “exceptional”.  | Structure, Instruction, and “Learning Events” don’t meet all the needs under “exceptional”, and one is not complete.  | Learning Plan section is not complete   |
| Technology*<br>(*not required for every lesson in the unit plan)                 | Used as a collaborative, research, content, and presentation tool. Technology is used purposefully to enhance and deepen student learning.  | Technology is used as 2 of the 4 tools under “exceptional”. Technology use doesn’t meet the traits under “exceptional”.  | Technology is used as 1 tool under “exceptional” and lacks the traits in “exceptional”  | Technology isn’t used.  |
| Interdisciplinary Approach*<br>(*not required for every lesson in the unit plan) | Lesson(s) deepen or complement disciplinary understanding by encouraging students to integrate knowledge, methods, and languages from two or more disciplines.  | Interdisciplinary Approach achieves 2 of the 4 goals under “exceptional”   | Interdisciplinary Approach achieves 1 of the 4 goals under “exceptional”.   | An interdisciplinary approach isn’t used.                                     |

Comments: