

Rubric for your IB MYP Unit Planner

MYP Unit Planner Overview	
Unit Title	
Course/Grade Level	
Teachers	
Length of Unit (hrs)	
Rubric Completed by:	
Date Rubric Completed:	

STAGE 1: Inquiry			
Key Concept	Yes	No	NOTES
One (maybe 2) key concept is identified that can be transferred across subject areas (not skill based)	<input type="checkbox"/>	<input type="checkbox"/>	
Related Concepts	Yes	No	NOTES
2-3 related concepts related to Key Concept	<input type="checkbox"/>	<input type="checkbox"/>	
Global Context	Yes	No	NOTES
Uses one of the six	<input type="checkbox"/>	<input type="checkbox"/>	
Naturally connects with your KEY and RELATED concepts (gives context for the unit)	<input type="checkbox"/>	<input type="checkbox"/>	

Statement of Inquiry	Yes	No	NOTES
Integrates key and related concepts, <i>as well as global context (not necessarily explicitly stated)</i>	<input type="checkbox"/>	<input type="checkbox"/>	
In the form of a statement (not a question)	<input type="checkbox"/>	<input type="checkbox"/>	
Is a true statement	<input type="checkbox"/>	<input type="checkbox"/>	
Is transferable to other disciplines (statement is broad enough that it could fit a unit in another discipline)	<input type="checkbox"/>	<input type="checkbox"/>	
Is challenging and provocative	<input type="checkbox"/>	<input type="checkbox"/>	
Is posted in the classroom during the duration of the unit	<input type="checkbox"/>	<input type="checkbox"/>	
Inquiry Questions	Yes	No	NOTES
Factual – May start with WHAT and can be looked up and answered (Can you Google it?)	<input type="checkbox"/>	<input type="checkbox"/>	
Conceptual – May start with HOW/WHY and should not lead to a specific answer	<input type="checkbox"/>	<input type="checkbox"/>	
Debatable – questions are provocative where further investigation is encouraged; should be open enough to be debated	<input type="checkbox"/>	<input type="checkbox"/>	

Summative Assessment Task	Yes	No	NOTES
Assessment task allows students to demonstrate understanding of statement of inquiry and demonstrate subject-specific knowledge	<input type="checkbox"/>	<input type="checkbox"/>	

Is aligned to MYP subject-specific assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	
Assessment assignment sheets are copy/pasted at the bottom of the Unit Planner	<input type="checkbox"/>	<input type="checkbox"/>	
If yes, assignment sheets are clear and uses GRASPS or similar level of specificity	<input type="checkbox"/>	<input type="checkbox"/>	
If yes, Rubrics are task-specific and reflect accurate criterion and strands	<input type="checkbox"/>	<input type="checkbox"/>	
Equity Goals	Yes	No	NOTES
Relevant Equity Goal/s have been selected	<input type="checkbox"/>	<input type="checkbox"/>	
Objectives	Yes	No	NOTES
Includes MYP objectives AND specific strands (from subject guide)	<input type="checkbox"/>	<input type="checkbox"/>	
Specifies which MYP assessment criteria rubric is used	<input type="checkbox"/>	<input type="checkbox"/>	
Approaches to Learning	Yes	No	NOTES
Appropriate ATL skills are identified (Category, Cluster, and specific Skills)	<input type="checkbox"/>	<input type="checkbox"/>	
Objective statements are written to connect objective strands with ATL skills.	<input type="checkbox"/>	<input type="checkbox"/>	

STAGE 2: Planning			
Content	Yes	No	NOTES
NCSOS or CCSS (or relevant standards) are utilized and are appropriate	<input type="checkbox"/>	<input type="checkbox"/>	

Learning Processes	Yes	No	NOTES
Daily plan for unit is mapped out	<input type="checkbox"/>	<input type="checkbox"/>	
Formative/Informal assessments are outlined in unit	<input type="checkbox"/>	<input type="checkbox"/>	
Plans for differentiated instruction are included	<input type="checkbox"/>	<input type="checkbox"/>	
Resources	Yes	No	NOTES
Classroom-based resources (including technology and media) are included	<input type="checkbox"/>	<input type="checkbox"/>	
Learner Profile	Yes	No	NOTES
Identifies 2-4 learner profile traits of which lessons and unit will support development	<input type="checkbox"/>	<input type="checkbox"/>	
Includes explanation of how this will be a part of the instruction	<input type="checkbox"/>	<input type="checkbox"/>	
Ongoing Reflections	Yes	No	NOTES
"Prior to teaching the unit" contains genuine reflection from PLT meeting prior to teaching unit	<input type="checkbox"/>	<input type="checkbox"/>	
"During teaching" contains notes from PLT meetings during	<input type="checkbox"/>	<input type="checkbox"/>	
"After teaching the unit" contains notes from PLT meeting on how well the unit went, and what if any changes are made to the unit	<input type="checkbox"/>	<input type="checkbox"/>	

Other Comments: