

How will we judge our unit designs?

IDENTIFY DESIRED RESULTS

To what extent are the targeted understandings

- Big ideas (as opposed to basic facts and skills) in need of *uncoverage*?
- Specific enough to guide teaching and assessing?
- Framed by provocative *essential* and *unit* questions?

extensively

somewhat

minimally

DETERMINE ACCEPTABLE EVIDENCE

To what extent does the assessment evidence provide

- A valid and reliable measure of the target understandings?
- Sufficient information to support inferences about *each* student's understanding?
- Opportunities for students to exhibit their understandings through authentic performance tasks?

PLAN LEARNING EXPERIENCES AND INSTRUCTION

To what extent will

- Students know *where* they're going and *why* (in terms of unit goals, performance requirements, and evaluative criteria)?
- Students be *engaged* in digging into the big ideas of the unit (through inquiry, research, problem solving, and experimentation)?
- Students receive explicit instruction on the knowledge and skills needed to *equip* them for the required performances?
- Students have opportunities to *rehearse*, *revise*, and *refine* their work based on feedback?
- Students *self-assess* and set goals prior to the conclusion of the unit?