

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*? use of standards/targeted goals/data & instructional strategies
- Specific enough to guide teaching and assessing? chunks/ parts broken down
- Framed by provocative *essential* and *unit* questions? real experiences/your school data/ your/peer activity

extensively

somewhat

minimally

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DETERMINE ACCEPTABLE EVIDENCE

To what extent does the assessment evidence provide

- A valid and reliable measure of the target understandings? web based activity/ties in standards/data/ school/
- Sufficient information to support inferences about *each* student's understanding? variety of mini activities/self reflection/discussion
- Opportunities for students to exhibit their understandings through authentic performance tasks? Variety of different mini activities/hands on applications

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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)? web based activity w/Backward design and standards/data standards movement
- Students be *engaged* in digging into the big ideas of the unit (through inquiry, research, problem solving, and experimentation)? mini exercises, critique, search, exploration, Excel activities, written templates...
- Students receive explicit instruction on the knowledge and skills needed to *equip* them for the required performances? Templates, templates mock, do and don't, rubrics (expanded), evaluation
- Students have opportunities to *rehearse*, *revise*, and *refine* their work based on feedback? peer review, instructor feedback on going, submit for critique, student evaluation
- Students *self-assess* and set goals prior to the conclusion of the unit? group brainstorm,-Big Picture, post ideas, revise ideas-post, group evaluation, indiv. evaluation, small group rubric evaluation

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