1-Page Template with Questions

Understanding by Design Professional Development Workbook

Stage 1—Desired Results

Established Goals:



• What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?

Understandings:

Students will understand that . . .



- What specific understandings about them are desired?
- What misunderstandings are predictable?

Essential Questions:

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 What provocative questions will foster inquiry, understanding, and transfer of learning?

Students will know . . .



Students will be able to . . .



- What key knowledge and skills will students acquire as a result of this unit?
- What should they eventually be able to do as a result of such knowledge and skill?

Stage 2—Assessment Evidence

Performance Tasks:







- Through what authentic performance tasks will students demonstrate the desired understandings?
- By what criteria will performances of understanding be judged?
- Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?
- How will students reflect upon and selfassess their learning?

Stage 3—Learning Plan

Learning Activities:



What learning experiences and instruction will enable students to achieve the desired results? How will the design

- W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge, interests)?
- H = Hook all students and Hold their interest?
- E = Equip students, help them Experience the key ideas and Explore the issues?
- R = Provide opportunities to Rethink and Revise their understandings and work?
- E = Allow students to Evaluate their work and its implications?
- T = Be Tailored (personalized) to the different needs, interests, and abilities of learners?
- 0 = Be Organized to maximize initial and sustained engagement as well as effective learning?

1-Page Template

Templates

Stage 1—Desired Results			
Established Goals:			G
Understandings: Students will understand that	O	Essential Questions:	•
Students will know	R	Students will be able to	(\$)
Stage 2—Assessment Evidence			
Performance Tasks:	①	Other Evidence:	OE.
Stage 3-	-Le	arning Plan	
Learning Activities:			

Key to Understanding by Design Curriculum Templates

Stage 1

G Established Goals

Enduring Understandings

Essential Questions

K S Knowledge and Skill

In Stage 1, we consider the desired results of the design according to the following four categories:

- 1. **Established Goals— G** These typically include national, state, local or professional standards; course or program objectives; and district learner outcomes.
- 3. **Essential Questions—** These open-ended provocative questions are designed to guide student inquiry and focus instruction for "uncovering" the important ideas of the content.
- 4. **Knowledge and Skills—** S These are the more discrete objectives that we want students to know and be able to do.

Stage 2

Performance Tasks and Rubrics (R)

Other Evidence

Self-Assessment

In Stage 2 we consider the assessment evidence needed to determine the extent to which students have achieved the desired results in Stage 1. In we identify the Performance Tasks and Rubrics that anchor the unit by providing evidence of student understanding. All Other Evidence (e.g., diagnostic and formative assessments, quizzes, tests, observations, prompted writing and speaking) goes in we specify any student Self-Assessments that will be included.

The goal in Stage 2 is to obtain valid, reliable, credible, and useful evidence. The key mantra is to Think like an assessor, not an activity designer. There should be a tight alignment between the desired results we seek and the evidence we plan to collect.

STAGE 2—To what extent do the assessments provide valid, reliable and sufficient measures of the desired results?

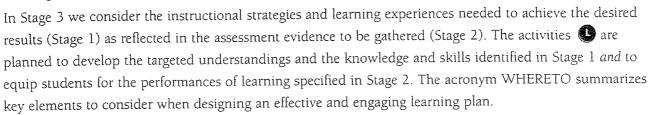
Consider: Are . . .

- O Students asked to exhibit their understanding through authentic performance tasks?
- O Appropriate criterion-based rubrics used to judge student products and performances?
- A variety of appropriate assessment formats provided as additional evidence of learning?
- O Students encouraged to self-assess?

Key to Understanding by Design Curriculum Templates

Stage 3

Teaching and Learning Activities:



Design Standards for Stage 3

To what extent is the learning plan effective and engaging? Consider:

Will the students . . .

- **W** O Know where they're going (the learning goals), why (reason for learning the content), and what is required of them (unit goal, performance requirements, and evaluative criteria)?
- **H** O Be *hooked*—engaged in digging into the Big Ideas (e.g., through inquiry, research, problem-solving, experimentation)?
- E O Have adequate opportunities to *explore* and *experience* Big Ideas and receive instruction to *equip* them for the required performances?
- **R** O Have sufficient opportunities to *rethink*, *rehearse*, *revise* and *refine* their work based upon timely feedback?
- $E \ \bigcirc$ Have an opportunity to evaluate their work and set future goals?

Consider the extent to which the learning plan is

- $T \bigcirc \textit{Tailored}$ and flexible to address the interests and learning styles of all students.
- O Organized and sequenced to maximize engagement and effectiveness.

(L) = Learning Activities