Unit Design Self-Scoring Guide

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|  | **Meets Expectations** | **Approaching Expectations** | **Does not meet Expectations** |
| **Unit Overview** | The unit overview briefly describes the authentic scenario and includes a rationale for what you are teaching and how you are teaching it. | The Unit Overview is complete, but it is difficult to understand either the authentic learning connection or the rationale for the unit. | The Unit Overview is incomplete or missing. |
| **Standards** | 3-5 Standards are identified. Their source and complete wording is included. The standards make sense with the project described in the Unit Overview. | Standards are identified. Their source and complete wording may not be included. The standards may not make sense with the project described in the Unit Overview. | There may be many standards (more than 5) or too few (1-2) identified. The standards don’t make sense with the unit described. |
| **Evidence of Success** | A statement is made describing how the students will show how they have demonstrated mastery of the standards identified. | A statement is made describing how the students will show they have demonstrated mastery of the standards identified, but the statement isn’t clear or doesn’t capture the changes in the students’ understandings. | The Evidence of Success doesn’t align with the unit or is disconnected from the standards. |
| **Assessment Timeline** | A completed timeline is included.   * The Beginning section includes assessment that will activate prior knowledge. * The During section includes assessment that will let the teacher know if the project is working so he/she can adjust the lessons and projects. * After section includes a summative assessment that aligns with the standards identified. | A timeline is included, but one section does not meet the following criteria.   * The Beginning section includes assessment that will activate prior knowledge. * The During section includes assessment that will let the teacher know if the project is working so he/she can adjust the lessons and projects. * The After section includes a summative assessment that aligns with the standards identified. | A timeline may or may not be included or two or more of the following sections do not meet the criteria given.   * The Beginning section includes assessment that will activate prior knowledge. * The During section includes assessment that will let the teacher know if the project is working so he/she can adjust the lessons and projects. * The After section includes a summative assessment that aligns with the standards identified. |
| **Curriculum-framing questions** | A completed list of curriculum-framing questions is included.   * The unit has one Essential Question which is open-ended, and broad enough to apply to multiple units of study. * The unit contains 2 - 3 Unit Questions which are open-ended questions that point students towards an investigation of the specific unit of study, and helps to guide students in the development of an understanding of the essential question. * The unit contains 3 - 5 Content Questions which are factual questions based on the select and focused standards chosen for your unit. | A completed list is included, but one section does not meet the following criteria.   * The unit has one Essential Question which is open-ended, and broad enough to apply to multiple units of study. * The unit contains 2 - 3 Unit Questions which are open-ended questions that point students towards an investigation of the specific unit of study, and helps to guide students in the development of an understanding of the essential question. * The unit contains 3 - 5 Content Questions which are factual questions based on the select and focused standards chosen for your unit. | A completed list may or may not be included or two or more of the following sections do not meet the criteria given.   * The unit has one Essential Question which is open-ended, and broad enough to apply to multiple units of study. * The unit contains 2 - 3 Unit Questions which are open-ended questions that point students towards an investigation of the specific unit of study, and helps to guide students in the development of an understanding of the essential question. * The unit contains 3 - 5 Content Questions which are factual questions based on the select and focused standards chosen for your unit. |
| **Authentic Connections** | An authentic task is included and meets all of the following criteria:   * Guides students to real-world investigations * Requires the development of a product or performance that has real-world implications * Indicates the essential question for the unit * Is stated in student friendly language and in a way to engage or “hook” the learners | An authentic task is included, but does not meet one of the following criteria:   * Guides students to real-world investigations * Requires the development of a product or performance that has real-world implications * Indicates the essential question for the unit * Is stated in student friendly language and in a way to engage or “hook” the learners | An authentic task is included, but does not meet more that one of the following criteria:   * Guides students to real-world investigations * Requires the development of a product or performance that has real-world implications * Indicates the essential question for the unit * Is stated in student friendly language and in a way to engage or “hook” the learners |
| **Literacy Connections** | Frequent and varied opportunities are included for students to engage in literacy activities. | Occasional opportunities for students to engage in literacy activities are included.   * or -   Literacy activities are included, but are all similar in nature. (e.g., Repeated use of journal entries is consider one literacy strategy.) | Opportunities for students to engage in literacy activities are rarely included. |
| **Materials and Resources** | A variety of high-quality resources that meet all of the following criteria are included:   * Variety of print and/or digital items are used (e.g., multimedia, videos, audio, and images) * Supplementary Materials (e.g., teacher created, textbook created, hands-on supplies, purchased items, etc.) * Materials that have been selected based on student interest, learning style, and/or ability. | Some resources that meet the following criteria are included:   * Variety of print and digital items (e.g., multimedia, videos, audio, images) * Supplementary Materials (e.g., teacher created, textbook created, hands-on supplies, purchased items, etc.) * Materials that have been selected based on student interest, learning style, and/or ability. | Few materials or resources are included. |
| **Engage** | The Engage activity does all of the following:   * Creates interest in the topic * Generates student questions and stimulates curiosity * Activates and assesses students prior knowledge * Introduces students to the task and essential question | The Engage activity does 2 - 3 of the following:   * Creates interest in the topic * Generates student questions and stimulates curiosity * Activates and assesses students prior knowledge * Introduces students to the task and essential question | The Engage activity does 0 - 1 of the following:   * Creates interest in the topic * Generates student questions and stimulates curiosity * Activates and assesses students prior knowledge * Introduces students to the task and essential question |
| **Explore** | The Explore activity does all of the following:   * Encourages collaboration with others both inside and outside the classroom * Provides opportunities for students to record and gather information, thoughts, feelings, ideas, content, etc. * Includes scaffolding tools to support students’ learning. | The Explore activity does 1 - 2 of the following:   * Encourages collaboration with others both inside and outside the classroom * Provides opportunities for students to record and gather information, thoughts, feelings, ideas, content, etc. * Includes scaffolding tools to support students’ learning. | The Explore activity does none of the following:   * Encourages collaboration with others both inside and outside the classroom * Provides opportunities for students to record and gather information, thoughts, feelings, ideas, content, etc. * Includes scaffolding tools to support students’ learning. |
| **Explain** | The Explain activity does all of the following:   * Requires students to correctly use vocabulary, terms, and definitions related to the topic in their explanations. * Asks for evidence to support judgments, opinions, conclusions, etc. * Encourages students to develop a summary of learning experiences and content using their own words. * Uses probing questions to help guide students to a deeper level of understanding. * Uses Transformation Scaffolding to help students think more deeply about the content. | The Explain activity does 3 - 4 of the following:   * Requires students to correctly use vocabulary, terms, and definitions related to the topic in their explanations. * Asks for evidence to support judgments, opinions, conclusions, etc. * Encourages students to develop a summary of learning experiences and content using their own words. * Uses probing questions to help guide students to a deeper level of understanding. * Uses Transformation Scaffolding to help students think more deeply about the content. | The Explain activity does 0 - 2 of the following:   * Requires students to correctly use vocabulary, terms, and definitions related to the topic in their explanations. * Asks for evidence to support judgments, opinions, conclusions, etc. * Encourages students to develop a summary of learning experiences and content using their own words. * Uses probing questions to help guide students to a deeper level of understanding. * Uses Transformation Scaffolding to help students think more deeply about the content. |
| **Elaborate** | The Elaborate activity does all of the following:   * Provides students with opportunities to practice their new skills * Students are encouraged to apply their new knowledge to similar situations * Students are bridging connections between what they have learned and other content areas * Students are presenting or communicating their findings, summaries, judgements, etc. using the appropriate vocabulary, terms, definitions, etc. * Uses Production Scaffolding to help students develop their culminating product. * Provides options for student choice in developing final product to showcase their learning. | The Elaborate activity does 3 - 5 of the following:   * Provides students with opportunities to practice their new skills * Students are encouraged to apply their new knowledge to similar situations * Students are bridging connections between what they have learned and other content areas * Students are presenting or communicating their findings, summaries, judgements, etc. using the appropriate vocabulary, terms, definitions, etc. * Uses Production Scaffolding to help students develop their culminating product. * Provides options for student choice in developing final product to showcase their learning. | The Elaborate activity does 0 - 2 of the following:   * Provides students with opportunities to practice their new skills * Students are encouraged to apply their new knowledge to similar situations * Students are bridging connections between what they have learned and other content areas * Students are presenting or communicating their findings, summaries, judgements, etc. using the appropriate vocabulary, terms, definitions, etc. * Uses Production Scaffolding to help students develop their culminating product. * Provides options for student choice in developing final product to showcase their learning. |
| **Evaluate** | The Evaluate activity does all of the following:   * Provides assessment(s) that will gauge the level of students prior knowledge before instruction begins. * Includes multiple opportunities to assess students and provide them with feedback during instruction of the unit. * Provides summative assessments to be conducted after the unit has been completed. * Assessments or links to the assessment are included with the unit plan. | The Evaluate activity 2-3 of the following:   * Provides assessment(s) that will gauge the level of students prior knowledge before instruction begins. * Includes multiple opportunities to assess students and provide them with feedback during instruction of the unit * Provides summative assessments to be conducted after the unit has been completed. * Assessments or links to the assessment are included with the unit plan. | The Evaluate activity does 0-1 of the following:   * Provides assessment(s) that will gauge the level of students prior knowledge before instruction begins. * Includes multiple opportunities to assess students and provide them with feedback during instruction of the unit * Provides summative assessments to be conducted after the unit has been completed. * Assessments or links to the assessment are included with the unit plan. |