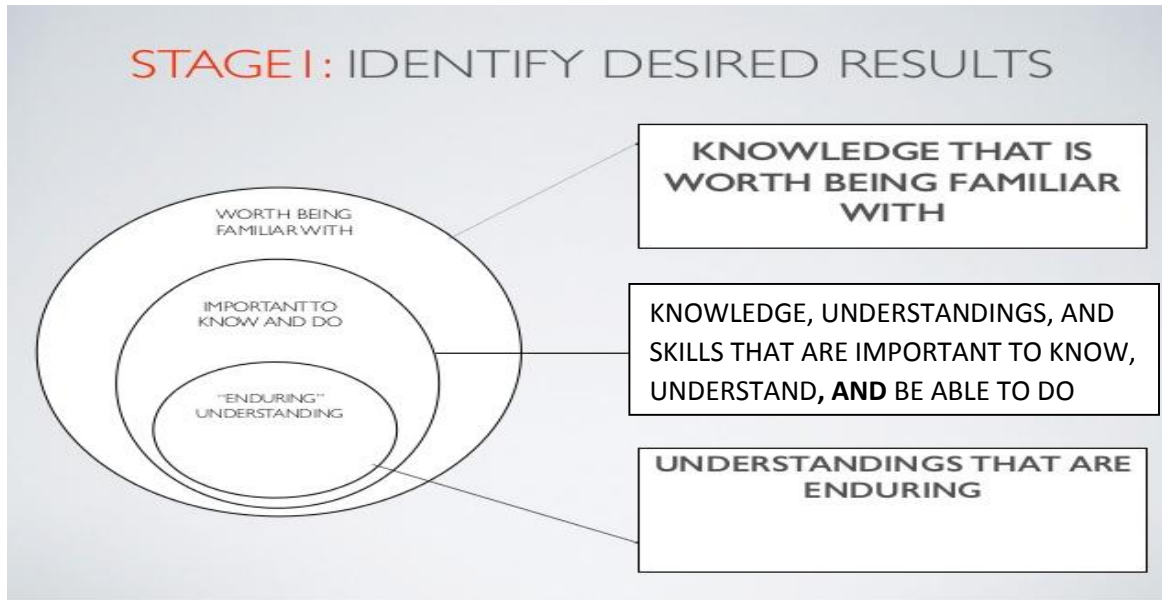


Understanding by Design

STAGE I

A. Narrative Description (Paragraph) of Class/Course

B.



C. Curriculum Map

September	October	November	December	January	February	March	April	May	June
Goals	Goals	Goals	Goals	Goals	Goals	Goals	Goals	Goals	Goals
Essential Questions	Essential Questions	Essential Questions	Essential Questions	Essential Questions	Essential Questions	Essential Questions	Essential Questions	Essential Questions	Essential Questions
Topics as Big Ideas	Topics as Big Ideas	Topics as Big Ideas	Topics as Big Ideas	Topics as Big Ideas	Topics as Big Ideas	Topics as Big Ideas	Topics as Big Ideas	Topics as Big Ideas	Topics as Big Ideas

STAGE II

<p>Quantitative Evidence</p> <ul style="list-style-type: none">• Focused on Knowledge and Reasoning• Quizzes• Tests• True/False• Fill in the Blank• Selected Response• Can Include Higher Level Thinking if Well-Constructed• Assesses What is Worth Being Familiar with and What is Important to Know	<p>Academic Prompts</p> <ul style="list-style-type: none">• Emphasizes Skills• School-based Contexts/work we do “in school”• Can Include Problem Solving• Constructed Response• Often Formulaic, Methodical and/or Procedural• Includes Essays• Extended Response• Assesses Transferable Skills / Important to Know and Do
<p>Qualitative Evidence</p> <ul style="list-style-type: none">• Focused on Growth• Continuum of Performance• Leveled – Development of Sophistication• Tool to Self-Assess, Monitor Progress, Set Goals, and Reflect on Current Status and Future Plans• Growth Mindset (Qualitative Words, Positive Language, Focus on Developmental Progression)• Recorded Snapshots Over Time• Reflection and Judgment Based on Process and Product (Outcomes and Purposeful/Strategic Moves)• Novice/Capable/Proficient• Involves Metacognition/Thinking about Thinking	<p>Performance Assessments</p> <ul style="list-style-type: none">• Focused on Application and Transfer• Authentic Contexts / What People Do in the Real World• Understandings Applied to world beyond school• GRASPS format• Explicit and Public Criteria for Success• Can Be Based on General or Task-Specific Criteria• Culmination of Learning; Novel Situations; Often Includes Curveballs• Inclusion of 21st Century Abilities (G21)• Aligned to Worthy, Rigorous Standards / Enduring Understandings• Feedback Used to Feedforward to Next Steps• Student Involvement; Voice and Choice

Quantitative Evidence

Academic Prompts

Qualitative Evidence

Performance Assessments

Best Practices in Discipline		Disciplinary Literacy Best Practices
W H E R E T O		<i>Reading</i>
		<i>Writing</i>
		<i>Language</i>
		<i>Speaking and Listening</i>