

## UbD Unit Design Reflection – Stage One

### Established Goals

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1. \_\_\_\_\_ Only those goals or content standards that are directly relevant to the unit and assessed in Stage 2 are listed. Ask yourself this question; **are all listed Standards and Benchmarks assessed in this unit?**

Comments/Observations:

### Understandings

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2. \_\_\_\_\_ The understandings derive from or are aligned with appropriate standards and benchmarks, skills and knowledge. There is a **DIRECT** and **INTENTIONAL** link between the understandings and the standards and benchmarks.
3. \_\_\_\_\_ The understandings guide assessment and teaching so that the students are required to apply their understandings, knowledge and skills to new situations.
4. \_\_\_\_\_ The understandings are framed as full-sentence generalizations in response to the stem: “The students will understand that . . .”
5. \_\_\_\_\_ The understandings are not obvious or true by definition (i.e., factual knowledge). They need to be explored through a process of inquiry.

Comments/Observations:

## Essential Questions



6. \_\_\_\_\_ Overarching essential questions clarify the Course/Unit Objectives (standards and benchmarks) and are related to the Understandings. Does grappling with the Essential Questions help lead you to the understandings?
7. \_\_\_\_\_ The essential questions are thought provoking and arguable, rather than “leading” questions that point to the facts.
8. \_\_\_\_\_ The essential questions raise other questions.
9. \_\_\_\_\_ The essential questions help students to understand why the learning is important and how it connects to other contexts (other courses, life beyond the classroom).
10. \_\_\_\_\_ As needed, the essential questions are framed in appropriate “kid language” to make them accessible to students.

Comments/Observations:

## Knowledge and Skill



11. \_\_\_\_\_ Key knowledge and skills, needed to meet the standards and enable the desired understandings, are identified.

Comments/Observations:

## UbD Unit Design Reflection – Stage Two

### Assessments

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1. \_\_\_\_\_ The students are asked to demonstrate their understanding of the standards and benchmarks through a variety of performances and products (a variety of assessment methods). Ask the question: Are the identified standards and benchmarks being assessed in more than one way or only once?
2. \_\_\_\_\_ The students are asked to apply their understandings, knowledge and skills to new situations.
3. \_\_\_\_\_ The assessments require students to have a clear grasp of the understandings the task is meant to assess in order to perform well (A student cannot do well on the assessment without demonstrating understanding of the identified standards and benchmarks).
4. \_\_\_\_\_ The assessments are assessing the identified standards and benchmarks. Ask the question: If I had to give a student a grade for each STANDARD I've identified in this unit, would I have enough evidence of student understanding to do so?

Comments/Observations:

## UbD Unit Design Reflection – Stages One + Two

### Coherence

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1. \_\_\_\_\_ Where is the strongest coherence within this unit? (Connections between the Standards, Understandings, Skills, Knowledge and Assessments)
2. \_\_\_\_\_ Where is the weakest coherence within this unit? (Connections between the Standards, Understandings, Skills, Knowledge and Assessments)
3. \_\_\_\_\_ What is the biggest strength of this unit.
4. \_\_\_\_\_ Are there any modifications that I might want to consider within Stages One and Two of this unit?