UbD Design Standards

**STAGE 1** – *To what extent does the design:
1. focus on the “big ideas” of targeted content?*

*Consider: Are…*

– the targeted understandings enduring, based on transferable, big ideas at the heart of the discipline and in need of “uncoverage”?
– the targeted understandings framed as specific generalizations?
– the “big ideas” framed by questions that spark meaningful connections, provoke genuine inquiry and deep thought, and encourage transfer?
– appropriate goals (e.g., content standards, benchmarks, curriculum objectives) identified?
– valid and unit-relevant knowledge and skills identified?

**STAGE 2** – *To what extent do the assessments provide:
2. fair, valid, reliable and sufficient measures of the desired results?*

*Consider: Are …*

– students asked to exhibit their understanding through “authentic” performance tasks?
– appropriate criterion-based scoring tools used to evaluate student products and performances?
– a variety of appropriate assessment formats provide additional evidence of learning?

**STAGE 3** – *To what extent is the learning plan:
3. effective and engaging?*

*Consider: will the students …*

– know where they’re going (the learning goals), why (reason for learning the content), and what is required of them (performance requirements and evaluative criteria)?
– be hooked – engaged in digging into the big ideas (e.g., through inquiry, research, problem-solving, experimentation)?
– have adequate opportunities to explore/experience big ideas and receive instruction to equip them for the required performance(s)?
– have sufficient opportunities to rethink, rehearse, revise and/or refine their work based upon timely feedback?
– have an opportunity to self-evaluate their work, reflect on their learning and set future goals?

*Consider: the extent to which the learning plan is:*

– tailored and flexible to address the interests and learning styles of all students?
– organized and sequenced to maximize engagement and effectiveness?

**OVERALL DESIGN** – *To what extent is the entire unit:
4. coherent, with the elements of all 3 stages aligned?*