

# 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?**