

UbD Design Standards

Key: 3 = meets the standard

2 = partially meets the standard

1 = does not yet meet the standard

<i>The unit plan –</i>							
Stage 1	3	2	1	Feedback & Guidance			
1. identifies important, transferable ideas worth exploring (Q) and understanding (U).							
2. identifies Understandings stated as full-sentence generalizations: <i>students will understand that....</i> (U).							
3. specifies the desired long-term Transfer Goals that involve genuine accomplishment (T)							
4. is framed by a few open-ended, thought-provoking and focusing Essential Questions (Q).							
5. identifies relevant Standards, Mission, and/or Program Goals (G), to be addressed in all 3 Stages.							
6. identifies knowledge (K) and skill (S) needed to achieve understanding and address the established goals.							
7. aligns all the elements – T, U, Q, G, K, S – so that Stage 1 is focused and coherent.							
Stage 2							
8. specifies valid assessment evidence of all desired results: Stage 2 aligns with Stage 1.							
9. includes authentic performance tasks based on one or more facets of understanding.							
10. provides sufficient opportunities for students to reveal their achievement.							
11. includes evaluative criteria to align each task to Desired Results and to provide suitable feedback on performance.							
Stage 3							
12. Includes learning events and instruction needed to help learners –							
a. Acquire targeted knowledge and skills..							
b. Make meaning of important ideas.							
c. Transfer their learning to new situations.							
13. effectively incorporates the W.H.E.R.E.T.O. elements so that the unit is likely to be engaging and effective for all learners.							
Overall							
14. is coherent with all 3 stages in alignment.							

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