

# Lesson Planning Response Document

## E-mail completed document to your Mentor.

### A. Answer the following questions.

1. In what ways does UbD differ from other lesson planning formats?
2. How are content standards transformed through UbD?
3. Design standards serve teachers in a similar way that a scoring rubrics serve students. How is this helpful?

### B. Plan a lesson using this UbD Planning Template. Use as much space as necessary. Please contact your mentor to arrange a time for her to observe you teaching this lesson.

<b>Title:</b>	<b>Subject/Course:</b>	
<b>Topic:</b>	<b>Grade:</b>	<b>Designer(s):</b>
<b>Stage 1- Desired Results</b>		
<b>Established Goals (Common Core and Essential Standards):</b>		
Understandings: Students will understand that...	Essential Questions:	
Students will know...	Students will be able to ...	
<b>Stage 2- Assessment Evidence</b>		
Performance Tasks:	Other Evidence:	
<b>Stage 3- Learning Plan</b>		
<b>W:</b> <b>H:</b> <b>E:</b> <b>R:</b> <b>E:</b> <b>T:</b> <b>O:</b>		

**3. Use the Rubric that follows to evaluate your lesson design.  
Highlight the information in the level that you believe applies.**

**UBD Lesson Design Standards RUBRIC**

**Stage 1: Identifying Desired Results**

<b>QUALITY</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
To what extent are the targeted understandings enduring (transferable, big ideas at the heart of the discipline) and in need of uncoverage?	The understanding is a big idea or core principle at the heart of the discipline.	The understanding is important but not of the highest priority; or it may be more accurately described as important knowledge and skill.	The understanding as stated is a straightforward fact, skill, or attitude, not a big idea or core process at the heart of the discipline.
To what extent are the targeted understandings framed as generalizations specific enough to guide teaching and assessing and overreaching enough to enable transfer?	The targeted understanding is stated clearly and specifically. It is framed as a generalization, which specifies the big idea that students should understand.	The unit's focus is clear, but the targeted understanding is vague. An area of study or general understanding may be given, but the specific understanding that should result for students is not stated.	The targeted understanding is stated as a general topic or area of study, without stating exactly what is to be understood about the topic. The understanding is too vague or general to guide instruction and assessment.
To what extent are the targeted understandings framed by the provocative essential questions?	The essential questions are important and thought provoking. They have more than one correct answer and require inquiry rather than recall. They have great potential for engaging students. They provide a unifying focus to guide teaching and learning.	The essential questions are appropriate for the topic but do not focus on the most important ideas or core processes. Although they do not have a single correct answer, they may not require much inquiry. They may or may not engage students.	The essential questions do not focus on big ideas or core processes. They are not particularly thought provoking and are not likely to engage students. They may have only one correct answer and be too narrow to guide the unit.

## **Stage 2: Determining Acceptable Evidence**

<b>QUALITY</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
To what extent do the assessments provide valid and reliable measures of the targeted understanding?	The task clearly provides a valid measure of the targeted understanding. Students are required to demonstrate the desired understanding to successfully complete the task.	The task likely provides a valid measure of the targeted understanding. Some students, however, may be able to complete the task without demonstrating the desired understanding.	The task does not provide a valid measure of the targeted understanding. Students are not required to demonstrate the desired understanding to successfully complete the task.
To what extent do the assessments provide opportunities for students to exhibit their understanding through authentic performance assessments?	The task is highly authentic, involving a direct or simulated application of the targeted understanding. The task is complex and involves the types of challenges or constraints that adults face in the world beyond the classroom. Students develop actual products or performances for an identified audience/client.	The task calls for applying the targeted understanding, but the context is not particularly authentic. Students may develop actual products or performances, but the task lacks an identified purpose, audience/client, or realistic constraints.	The task is inauthentic. It presents an out-of-context question or problem that does not represent the kinds of complexities or challenges adults face. Students may respond to questions but do not develop actual products or performances. No clearly identified purpose, realistic situation, or audience/client is evident.
To what extent do the assessments provide sufficient and varied information to support inferences about each student's understanding?	The proposed assessments provide sufficient evidence to permit confident inferences about each student's overall understanding. Appropriate diversity is evident in the assessment methods; students have many opportunities to reveal the depth and	The proposed assessments provide evidence but are incomplete. Over-reliance on one assessment occurs; or several assessment methods are used, but they yield insufficient data to permit confident inferences about each student's overall understanding.	The proposed assessments are too limited or incomplete to permit confident inferences about each student's overall understanding.

	breadth of their understanding.		
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### **Stage 3: Planning Learning Experiences and Instruction**

<b>QUALITY</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
To what extent will students know where they are going; why they are going there; what they already know; where they might go astray; and what is required of them?	The unfolding of the first few lessons reveals where the unit is headed. Students clearly know the unit/lesson goals, as well as the tasks, criteria, and standards by which their understanding will be determined. They are fully mindful of the priorities – what is most important and why.	Students are not completely clear about the unit/lesson goals or about the tasks, criteria, and standards by which their understanding will be determined. They are somewhat mindful of the priorities – what is most important and why.	Students are unclear about what they are to do and why. They have little sense of the unit/lesson priorities. They do not understand the tasks, criteria, and standards by which their understanding will be determined until it's too late.
To what extent will students be hooked – engaged in digging into the big ideas (through inquiry, research, problem solving, and experimentation)?	The unit has a powerful hook stimulated by thought-provoking experiences early on. Students will likely pay more attention than usual and take a greater interest than usual in the complex ideas. They will more likely be so engaged or puzzled by the opening activities that they want to know more about the unit's big ideas.	A clear attempt to hook students with a thought-provoking and accessible entry to the topic is evident, but the attempt is either too oriented toward adult interests or the hook is too tangential to the unit/lesson's big ideas; or the opening hook is creative and provocative, but the unit/lesson is not likely to sustain student interest or both.	The opening activities/lessons have little to hook students. Students do not display a heightened interest in the unit/lesson's ideas. The unit/lesson unfolds in a typically linear and predictable manner.
To what extent will students explore and experience key ideas and receive instruction to equip them for the required performance?	The unit/lesson moves beyond facts to fully explore key ideas through illuminating experiences. Lessons and activities equip students to effectively prepare for final performance tasks to	The unit/lesson's key ideas are tested somewhat superficially; or lessons and activities do not thoroughly prepare students for the final	The unit does not go beyond a superficial or abstract treatment of the topic, which is sufficient only for the assessment of recall; or the unit/lesson does not adequately

	demonstrate the targeted understanding.	performance tasks; or both.	prepare students for the final performance tasks; or both.
To what extent will students be challenged to rethink ideas and have opportunities to rehearse and revise their work based on timely feedback?	<p>The unit/lesson is clearly interactive, requiring students to rethink key ideas as further learning and inquiry occur. The unit has built-in opportunity to revise work or performance in progress on the basis of feedback or unexpected results.</p> <p>The culminating products and performances reveal deeper understanding as a result of rethinking and revising.</p>	<p>The unit/lesson may ask students to consider different points of view or strategies of performance throughout, but does not require much rethinking and revision.</p> <p>Opportunities to get and use feedback to rethink and refine may occur, but they may be optional, not integral to the unit/lesson design.</p>	<p>The unit/lesson provides only a linear march through content, requiring students to merely give back what was taught. The big ideas are made to seem straightforward and unproblematic; hence, no rethinking is needed. Opportunities to revise work are inadequate or nonexistent.</p>
To what extent will students evaluate (self-assess and set future goals) prior to the conclusion of the unit/lesson?	<p>The unit/lesson culminates by providing students with opportunities to consider the quality of their work, the value and meaning of the unit/lesson, and plans for logical next steps (e.g. pursue the issues raised in the unit/lesson or identify needed skill development).</p>	<p>The unit/lesson culminates by providing students with an opportunity to make a final self-assessment, but larger questions about the meaning of the work and possible plans for future inquiry and skill development are not addressed.</p>	<p>The unit/lesson ends with no formal opportunity for self-assessment and future planning.</p>

<p>To what extent will the unit/lesson appear coherent to students?</p>	<p>Students see the logic of the unit/lesson – how the lessons/activities are connected and flow together. They understand that the unit is clearly focused on big ideas, overarching questions, and appropriate culminating performance tasks. Most students are directed toward important ideas or culminating performance tasks.</p>	<p>The sequence of lessons/activities may be somewhat illogical to the students, even though the sequence might make sense from an adult’s point of view. The lessons/activities may be logically sequenced, but no clear or explicit relation to the overarching understandings and culminating performance tasks is evident. Students are not always clear about what or why they are doing what they are doing.</p>	<p>The sequence of lessons/activities is likely to be confusing, incomplete, or illogical to the students. Lessons/activities seem strung together in a disconnected fashion – not heading toward a synthesis of important ideas or culminating performance tasks. Most students have no clear idea of what is important.</p>
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