

Unit Planning Criteria

Question	Criteria	Meets Criteria	Does Not Meet	Comments
Oval 1: What should students know and be able to do?				
Question 1: a. On which content standard(s) will the students be working? b. What are the learning targets, objectives, learning goals, I can statements or outcomes addressed in this unit?	Lists at least one content standard from Iowa Core/Common Core/National Standards; Essential Learnings or Power Standards. Lists at least one learning target for each standard written as a statement or question. Includes what students will learn or be able to do (not activities).	x		
2. What are the big ideas, major themes, key concepts or essential understandings embedded in, or which transcend, the standards listed above?	Includes at least one statement or question that students will be able to understand, apply, appreciate 5 years from now. Travels across time. There are multiple applications/answers.	x		Complete
3. Given your answers to Q#2, how will this unit be different from what, how I taught and asked students to do in years past? <i>Skip if new unit.</i>	Provides at least one reflection statement <i>Skip if new unit</i>	x		
4. When and where (inside and outside of school) have the students encountered information about and had experience with these key concepts/big ideas before?	Provides at least one statement for in school and one statement for out of school regarding student's previous exposure	x		
Oval 2: How will the students and I know when they are successful?				
5. What would it look like when students can demonstrate that they understand the big ideas and have mastered the essential skills?	Optional brainstorm matching an assessment with each learning target.	x		good job including ASCA standard.
6. Determine which tasks/products (formative or summative) would best demonstrate student understanding.	Describes tasks/products for each learning target (match from Q1B). Has criteria listed for each. Attaches rubrics, checklists etc... and summative assessment. Must include at least 1 assessment for each learning target (1B).	x		

7. What does a task analysis reveal about the skills, knowledge and level of understanding required by the task?	Task analysis is completed for at least one skill or concept that is difficult or complex for students. (Please attach) Includes a statement of how task analysis impacted planning	x		
8. Do I already have sufficient pre-assessment data or do I need to gather more? If sufficient data, what does the pre-assessment data tell me? If not, what method shall I use? (Additional questions for consideration)	Answers either with sufficient data or need more data. If sufficient data: - Lists type of data. - Provides statements regarding skills and knowledge of entire class, small groups and/or individuals and what areas need support or extension If not sufficient data: - Describes method to collect data	x		Interesting idea w/ Pink slips
3rd Oval: What learning experiences will facilitate their success? Any portion of Oval 3 may be included in a unit planning format IF the question is identified by number and addressed within the plan (Meeting t criteria).				
9. How will I frame the learning?	Includes a plan for sharing (not restatement of items): Standard(s), Learning target, Generalization, Purpose/why, Learning experiences & Assessments	x		Yes - but very complete + appropriate to situation.
10. How will I help students access prior knowledge and use it productively, either building on it or reframing their thinking?	Describes strategy or strategies	x		
11. What methods of presentation and what active learning experiences can I use to help students achieve the standard? (Consider real-world connections & rigorous thinking - rigor/relevance)	Describes at least 2 different methods and why method was selected	x		
12. What assignments, projects and homework will help students see the relevance of the learning and help them not only meet the standard but retain their learning? (Consider multiple pathways)	Describes at least 2 different assignments, projects or homework Describes how each will help students see relevance of learning and/or retain learning	x		
13. What are the ways I can gather formative assessment data that will provide me & my students information on their progress toward meeting the standard?	Describes at least 2 different methods to collect formative assessment and how it will change instruction	x		
14. What materials /resources do I need to locate &	Lists materials and resources	x		

organize to provide multiple pathways to learning?				
15. What else might I do to provide challenging and meaningful experiences for both struggling and advanced learners?	Includes at least one idea for struggling learners and at least one idea for advanced learners	X		
4th Oval: Based on data, how do I refine the learning experiences and/or the assessment?				
Questions 16-19	Provides reflective answer for each question. Use this unit (if taught) or another unit recently completed.	X		

*hands-on made
this very student
centered.*

*Complete +
Productive for
future.*