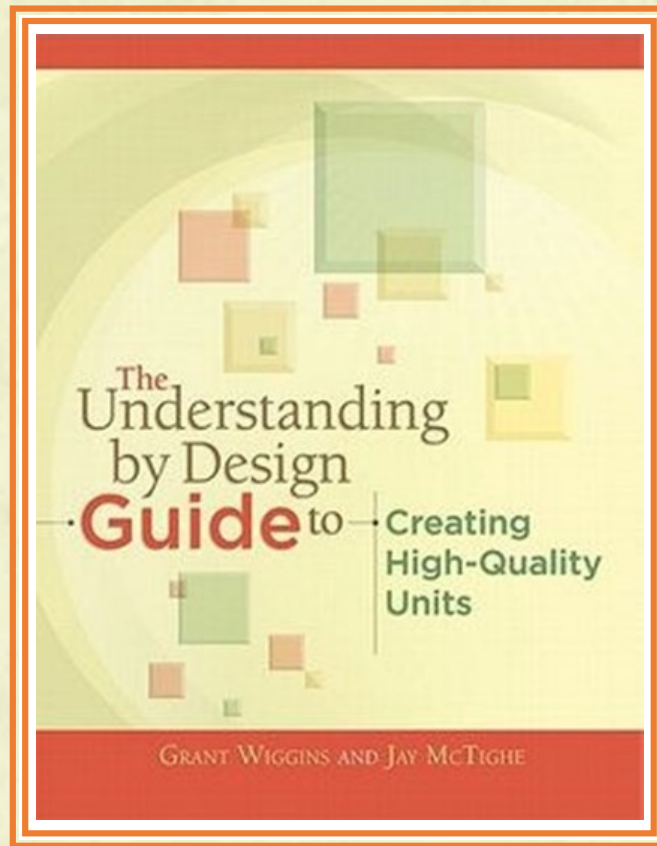


Standards-based Learning and Unit Design



Understanding by Design (UbD) is a curriculum planning framework that is often used for unit design. UbD incorporates a backward design process that sets the context for the development of daily lessons that reference specific content. There are three stages to the design process, with all three stages aligned not only to standards but also to one another.

Stage 1—Identify Desired Outcomes

- Long-term Transfer Goals (Missional Outcomes-7Cs/Disciplinary Practices)
- Big Ideas we want students to come to understand at a deep level so they can transfer their learning to new situations, and their companion Essential Questions
- Specific Knowledge and Skills we want students to acquire

Stage 2—Determine Acceptable Evidence

- Evidence needed for students to demonstrate transfer and understanding, such as Summative Performance Tasks
- Formative Assessments that provide additional evidence of students' knowledge acquisition and skill proficiency

Types of Assessments aligned with DOK Levels

DOK Level	Type of Assessment
1	Selected Response—multiple choice, true/false, fill-in-the-blank, label, matching
2	Short Constructed Response
3	Short Constructed Response
4	Extended Constructed Response, Performance Task

Stage 3—Plan Learning Experiences and Instruction

- Appropriate instructional activities aligned to the desired outcomes (Stage 1) and their assessments (Stage 2), and linked to the P-scale learning target progression

Types of Lessons Aligned with Levels of a Proficiency Scale

Proficiency Scale Level	Type of Lesson
4	Knowledge Application Lessons
3	Direct Instruction Lessons and Practicing and Deepening Lessons
2	Direct Instruction Lessons
1	
0	