

# UbD Unit Design Standards 2.0

<b>STAGE 1</b>	Keep Working	Getting There	Meets Standard	Feedback and Guidance
<b>Understandings...</b>				
1. reflect conceptually “big ideas.”				
2. combine two or more concepts linked by connecting verbs.				
3. are stated as full-sentence generalizations.				
<b>Essential Questions (EQs)...</b>				
4. are open-ended; i.e., do not have a single, correct answer.				
5. require extended thinking and justification.				
6. stimulate and guide student inquiry.				
7. can (and should) be revisited over time.				
8. show clear alignment with the identified Understandings.				
<b>Knowledge and Skills...</b>				
9. target established goals; e.g., standards.				
10. will be explicitly taught and assessed in this unit.				

# UbD Unit Design Standards 2.0

STAGE 2	Keep Working	Getting There	Meets Standard	Feedback and Guidance
<b>Performance Tasks...</b>				
1. will provide evidence of students' understanding and ability to apply (transfer) their learning.				
2. require extended thinking and explanation (at D.O.K. Levels 3 or 4) – not just an answer.				
3. establish an “authentic” context, including a clear purpose, a target audience, and genuine constraints (GRASPS).				
4. include criteria/rubric(s) targeting distinct traits of understanding and successful performance.				
<b>Supplementary Assessments...</b>				
5. provide evidence of all other outcomes targeted in Stage 1.				
STAGE 3	Keep Working	Getting There	Meets Standard	
<b>Learning events and instruction will help learners...</b>				
6. <b>acquire</b> the knowledge and skill objectives targeted in Stage 1.				
7. <b>make meaning</b> of the important ideas.				
8. <b>transfer</b> their learning to new situations.				
9. reflect the WHERETO elements				
OVERALL	Keep Working	Getting There	Meets Standard	
10. All 3 stages of the unit are coherent and in alignment.				