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| **Stage 1 – Desired Results** |
| **Established Goals***List the Standard(s) you will address. Please include the # and the actual standard*  | **Name: Content Area**: **Unit Topic**: **Grade Level**: |
| **Meaning** |
| **UNDERSTANDINGS** | **ESSENTIAL QUESTIONS** |
| *Students will Understand THAT...* | *Students will keep considering...* |
| **Acquisition** |
| **KNOWLEDGE** | **SKILLS** |
| *Students will know...*  | *Students will be able to... (include Bloom’s Label)* |

**Performance Assessment:** Include both a grid and a Student-Friendly GRASP and Rubric

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| **Stage 2 – EVIDENCE (PERFORMANCE ASSESSMENT)** |
| **Rubric Criteria (Categories)** | **GOAL****ROLE****AUDIENCE****SITUATION****PERFORMANCE/PRODUCT****STANDARDS FOR SUCCESS** |

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| **Stage 3: The Learning/Formative Assessment Plan (Use as many Rows as Necessary)** |
| **Lesson # & Topic/Focus** | **UKDs (You can include #s from AG)** | **Concrete GROUP Formative Assessments****(Thoroughly Describe and/or Attach)** | **Concrete INDIVIDUAL Formative Assessments****(Thoroughly Describe and/or Attach)** |
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| **Lesson # & Topic/Focus** | **UKDs (You can include #s from AG)** | **Concrete GROUP Formative Assessments****(Thoroughly Describe and/or Attach)** | **Concrete INDIVIDUAL Formative Assessments****(Thoroughly Describe and/or Attach)** |
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