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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**: | |
| **Transfer** | |
| Students will be able to independently use their learning to . . .  *What kinds of long-term independent accomplishments are desired?* | |
| **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 or Project:** Please Briefly Describe your GRASP/PBL and Rubric Categories here.

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| **Stage 2 – EVIDENCE (PERFORMANCE ASSESSMENT)** | |
| **Rubric Criteria (Categories)** | **Goal:**  Your task/goal is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  The problem/challenge/obstacle is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    **Role:**  You are/ Your job is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  You have been asked to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    **Audience:**  The target audience is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Your client(s) is (are) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    **Situation:**  The context/situation is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Product/Performance and Purpose:**  You will create \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in order to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  You need to develop \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ so that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Success Criteria: (rubric criteria/traits)** |
| **Stage 2 – EVIDENCE (Project-Based Learning Task – “Gold Standard” BIE)** | |
| **Rubric Criteria (Traits/Categories)** | **Type of Project (e.g. Solve a real-world Problem):**  **Driving Question:**  **How Authenticity Will Be Established (e.g. Personal Authenticity)**  **How Students Will Share Their Work with A Public Audience:**  **Project Vignette:** |

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| **Stage 3: The Learning/Formative Assessment Plan (Use as many Rows as Necessary)** | | | |
| **Lesson # & Topic/Focus** | **UKDs (Use #s from Stage 1)** | **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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