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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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