## Mastery-Based Unit Planning
### Design Consideration

<table>
<thead>
<tr>
<th>Stage</th>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage One - Desired Results</strong></td>
<td><strong>Standards are identified</strong>&lt;br&gt;• Cross-curricular standards addressed and assessed in this unit are identified&lt;br&gt;• Content-area standards addressed and assessed in this unit are identified&lt;br&gt;&lt;br&gt;<strong>Primary Performance Indicators are identified</strong>&lt;br&gt;• These are the indicators that will be addressed and assessed in this unit&lt;br&gt;&lt;br&gt;<strong>Secondary Performance Indicators are identified</strong>&lt;br&gt;• These are the indicators that may be reviewed, but are not summatively assessed&lt;br&gt;&lt;br&gt;<strong>Essential Questions and Enduring Understandings are identified</strong>&lt;br&gt;• Questions are open-ended, authentic, elicit multiple responses, and promote student engagement&lt;br&gt;• Understandings are big ideas that are transferable across content areas&lt;br&gt;&lt;br&gt;<strong>Knowledge and Skills are identified</strong>&lt;br&gt;• Performance indicators are broken down into statements clarifying what a student should KNOW and what a student should BE ABLE TO DO as a result of this unit</td>
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<td><strong>Stage Two - Evidence of Student Learning</strong></td>
<td><strong>Scoring Criteria</strong>&lt;br&gt;• Assess identified primary performance indicators&lt;br&gt;• Are task neutral&lt;br&gt;• Increase in level of complexity and cognitive demand&lt;br&gt;• Give students a clear indication of what knowledge and skills they must demonstrate to meet the primary performance indicators&lt;br&gt;&lt;br&gt;<strong>Pre-assessments are identified</strong>&lt;br&gt;• These help identify what students already know and can do&lt;br&gt;&lt;br&gt;<strong>Summative assessments are identified</strong>&lt;br&gt;• These are varied, rigorous, relevant and align with identified standards&lt;br&gt;• These describe what performance task(s) a student might do to demonstrate learning&lt;br&gt;• These align with and can be scored using the task neutral scoring criteria</td>
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<tr>
<td><strong>PART 1</strong></td>
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Where are we headed?<br>What are our desired goals and outcomes?<br>What matters about what we are learning?<br>How will students demonstrate understanding?<br>What does quality evidence look like?
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### Stage Consideration

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| **Stage Three- Instructional Design** | **Hooks are identified**  
- These spark student interest, activate prior knowledge, and engage students in the learning experience both at the beginning and throughout their learning. |
|  | **Learning Targets are identified**  
- “I can” statements describing what students should KNOW and BE ABLE TO DO as a result of the learning activity.  
- These should relate directly to the standards, primary performance indicators, and knowledge and skills identified in Stage 1.  
- These small chunks help students build the skills and content needed in order to demonstrate proficiency of the unit standards and indicators. |
|  | **Formative Assessment Strategies**  
- Assess knowledge and skills identified in the learning targets.  
- Provide descriptive, actionable feedback to students so they can improve their work.  
- Provide feedback to the teacher to improve and design instruction. |
|  | **Learning Experiences/Activities**  
- Are designed to help students build the skills and content knowledge needed in order to demonstrate proficiency of the unit standards and indicators.  
- Are based on authentic problems.  
- Are rigorous and aligned to the depth of knowledge required in the indicator.  
- Are differentiated based on student readiness, interest, and learning profile.  
- Incorporate literacy and/or numeracy strategies. |
|  | **Student reflection**  
- Encourages students to assess their own progress toward the standards and indicators.  
- Activities that guide self-assessment and meta-cognition during the unit and after completion (e.g., portfolio reflection; goals review, next steps in learning, etc.). |
|  | **Teacher reflection**  
- Encourages teachers to use data to evaluate their instructional practices.  
- Focuses on depth of student learning and engagement, and enhances future instructional planning and practice (e.g., unit reflection; PLC sharing of work; video review, etc.). |
| **Stage Four- Reflection** | **Hooks are identified**  
- These spark student interest, activate prior knowledge, and engage students in the learning experience both at the beginning and throughout their learning. |
|  | **Learning Targets are identified**  
- “I can” statements describing what students should KNOW and BE ABLE TO DO as a result of the learning activity.  
- These should relate directly to the standards, primary performance indicators, and knowledge and skills identified in Stage 1.  
- These small chunks help students build the skills and content needed in order to demonstrate proficiency of the unit standards and indicators. |
|  | **Formative Assessment Strategies**  
- Assess knowledge and skills identified in the learning targets.  
- Provide descriptive, actionable feedback to students so they can improve their work.  
- Provide feedback to the teacher to improve and design instruction. |
|  | **Learning Experiences/Activities**  
- Are designed to help students build the skills and content knowledge needed in order to demonstrate proficiency of the unit standards and indicators.  
- Are based on authentic problems.  
- Are rigorous and aligned to the depth of knowledge required in the indicator.  
- Are differentiated based on student readiness, interest, and learning profile.  
- Incorporate literacy and/or numeracy strategies. |
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- Encourages students to assess their own progress toward the standards and indicators.  
- Activities that guide self-assessment and meta-cognition during the unit and after completion (e.g., portfolio reflection; goals review, next steps in learning, etc.). |
|  | **Teacher reflection**  
- Encourages teachers to use data to evaluate their instructional practices.  
- Focuses on depth of student learning and engagement, and enhances future instructional planning and practice (e.g., unit reflection; PLC sharing of work; video review, etc.). |