



Proficiency-Based Unit Planning

Design Considerations

| | Stage | Descriptors |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PART 1 | Stage One – Desired Results Where are we headed? What are our desired goals and outcomes? What matters about what we are learning? | Standards are identified <ul style="list-style-type: none"> • Cross-curricular standards addressed and assessed in this unit are identified, • Content-area standards addressed and assessed in this unit are identified. Primary Performance Indicators are identified <ul style="list-style-type: none"> • These are the indicators that will be addressed and assessed in this unit. Secondary Performance Indicators are identified <ul style="list-style-type: none"> • These are the indicators that may be reviewed, but are not summatively assessed. Essential Questions and Enduring Understandings are identified <ul style="list-style-type: none"> • Questions are open-ended, authentic, elicit multiple responses, and promote student engagement, • Understandings are big ideas that are transferable across content areas. Knowledge and Skills are identified <ul style="list-style-type: none"> • 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. |
| | Stage Two – Evidence of Student Learning How will students demonstrate understanding? What does quality evidence look like? | Scoring Criteria <ul style="list-style-type: none"> • Assess identified primary performance indicators, • Are task neutral, • Increase in level of complexity and cognitive demand, • Give students a clear indication of what knowledge and skills they must demonstrate to meet the primary performance indicators. Pre-assessments are identified <ul style="list-style-type: none"> • These help identify what students already know and can do. Summative assessments are identified <ul style="list-style-type: none"> • These are varied, rigorous, relevant and align with identified standards, • These describe what performance task(s) a student might do to demonstrate learning, • These align with and can be scored using the task neutral scoring criteria. |



| | Stage | Descriptors |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PART 2 | <p>Stage Three – Instructional Design</p> <p>What learning experiences promote engagement, equity, personalization, and rigor?</p> <p>Where can students have voice and choice?</p> <p>How will students and teachers monitor learning progress along the way?</p> <p>What supports and extensions will be provided to ensure success for all students?</p> <p>What data will teachers use to inform and adjust instruction?</p> | <p>Hooks are identified</p> <ul style="list-style-type: none"> • These spark student interest, activate prior knowledge, and engage students in the learning experience both at the beginning and throughout their learning. <p>Learning Targets are identified</p> <ul style="list-style-type: none"> • “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. <p>Formative Assessment Strategies</p> <ul style="list-style-type: none"> • 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. <p>Learning Experiences/Activities</p> <ul style="list-style-type: none"> • 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. |
| | <p>Stage Four – Reflection</p> <p>How will students reflect on learning experiences and outcomes?</p> <p>How will teachers reflect on learning experiences and outcomes?</p> | <p>Student reflection</p> <ul style="list-style-type: none"> • 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.). <p>Teacher reflection</p> <ul style="list-style-type: none"> • 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.). |