

Module VI

Putting Together the Instructional Unit

Module Outcome

Participants will:

- Review the components of a standards-based instructional unit
- Be introduced to the WAC unit format template
- Review the criteria for standards-based instructional units

Content Overview

- A. Review components of a standards-based instructional unit
- B. Review WAC unit template
- C. Review criteria for standards-based instructional units

Materials

- Handout #28: Standards-based Instructional Unit Checklist
- Handout #29: WAC Instructional Unit Template
- Handout #30: Criteria for Standards-based Instructional Units

VI.A The Components of a Standards-based Instructional Unit

Note: #1 and #2 can be presented and taught together or separately as described below.

HO
#28

1) Using the “Standards-based Instructional Unit Checklist”, review with participants each of the unit components.

- Point out the “Teacher to Teacher Notes” commenting on the purpose and characteristics

HO
#29

2) “WAC Instructional Unit Template”

Provide participants with time to become familiar with the format of the template. Then,

- Point out the relationship between the checklist and the template
- Surface and answer questions

Note: It is helpful to provide participants with the template on a disk or as an electronic document.

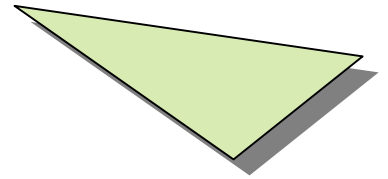
Standards-based Instructional Unit Checklist

School _____ Unit Title _____

- I. Background**
 - __ Teacher to Teacher Notes
 - __ Materials
- II. Content Standards Addressed**
 - __ Content Standard(s)
 - __ Unpack the Standard
 - __ Enabling Pre-requisite Skills
- III. The Assessment**
 - __ Teacher to Teacher Notes
 - __ Student Assessment Prompt(s)/Assessment (in reproducible form)
- IV. Criteria for Success**
 - __ Characteristics of A High Quality Response to the Assessment
- V. Opportunities to Learn and Perform**
 - __ Opportunities to Learn
 - __ Opportunities to Perform
- VI. Core Lessons**
 - __ Opportunities to Learn
 - __ Opportunities to Perform
 - __ Teacher to Teacher Notes
 - __ Materials (in reproducible form)
- VII. The Performance Standard and Scoring Guide**
- VIII Samples of Student Work with Commentary**
 - __ Samples of Student Work with Commentary
(1 from each performance level)

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I. Background

Unit Title: _____ Grade Level: _____

Unit Designers: _____

Discipline/Course Title: _____

Timeframe: _____

Teacher to Teacher Notes:

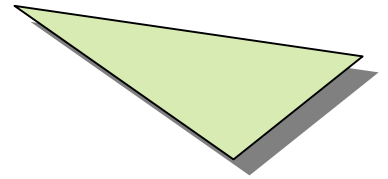
Printed Materials Needed: _____

Resources (non-print): _____

Internet Resources: _____

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II. Content Standards Addressed

The required content knowledge

State/District: _____

Title: _____

Content Standard(s):

Unpack the Standard:

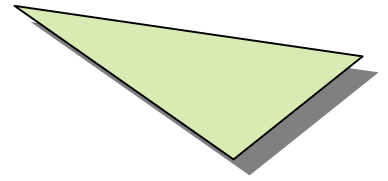
The knowledge and skills that students need to know and be able to do to meet the standard

Enabling Prerequisite Skills:

Teacher to Teacher Notes:

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III. The Assessment

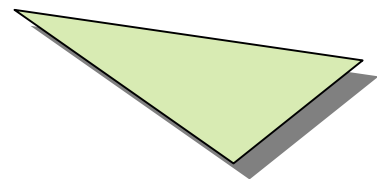
What students will need to do to provide evidence that they have met the standard.

Teacher to Teacher Notes:

Assessment Prompt(s):

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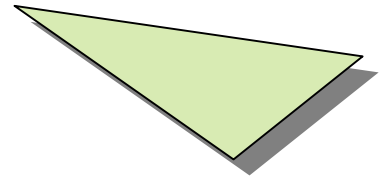


IV. Criteria For Success

What will be expected of the students on the assessment?

Characteristics of a High Quality Response to the Assessment:

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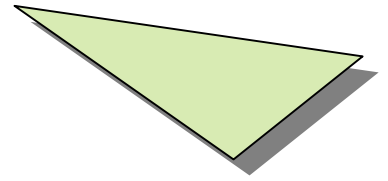
V. Opportunities to Learn and Perform

Instructional plan to assure that every student has adequate opportunities to learn and practice what is expected.

Opportunities to Learn:

Opportunities to Perform:

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VI. Core Lessons:

Sequence

Lesson One: _____

Opportunities to Learn:

Opportunities to Perform:

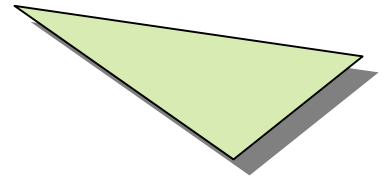
Teacher to Teacher Notes:

Materials:

Student Form 1

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Lesson Two: _____

Opportunities to Learn:

Opportunities to Perform:

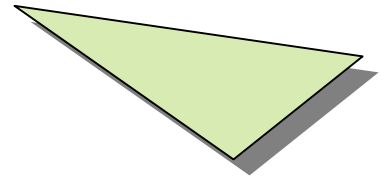
Teacher to Teacher Notes:

Materials:

Student Form 2

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Lesson Three: _____

Opportunities to Learn:

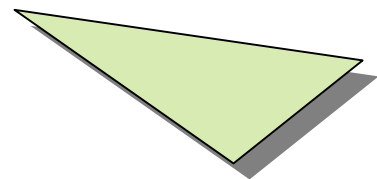
Opportunities to Perform:

Teacher to Teacher Notes:

Materials:

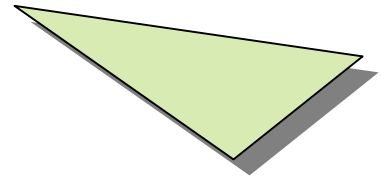
Student Form 3

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VII. The Performance Standard

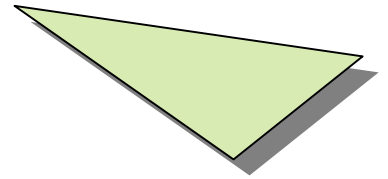
Rubric or other form of scoring guide



VIII. Samples of Student Work with Commentary

Commentary – Overview:

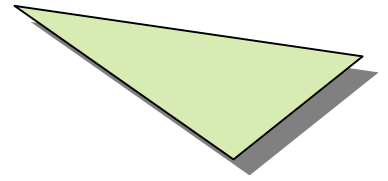
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MEETS THE STANDARD:

Example	Commentary

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DOES NOT YET MEET THE STANDARD:

Example	Commentary

VI.B The Criteria for Standards-based Instructional Units

The criteria for standards-based instructional units has been embedded in all of the modules and introduced at the appropriate part of the process. Here the criteria are all together in a comprehensive list by category with four boxes for evaluating the units for quality. The purpose here is to review all of the criteria as a whole.

Possible options:

- 1) Using the “Criteria for Standards-based Instructional Units” have participants read and review the criteria for each section.**
- 2) In pairs, have participants explain one section at a time to each other, alternating sections.**
- 3) If participants have already designed an instructional unit, have them use the criteria to review and check their work up against the criteria and revise where appropriate.**
- 4) Have participants review the criteria as a whole before they begin to design an instructional unit.**
- 5) Have participants score each other’s instructional units using the criteria and the levels one through four providing specific feedback in each section.**

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Criteria for Standard-based Instructional Units

CRITERIA	LEVEL				EVIDENCE
	1	2	3	4	
I. Provide Background Information					
A. Provides all required specific information					
B. Teacher to teacher notes include overview of the unit, useful instructional and content information					
II. Select and Unpack the Standard(s)					
A. Accurately lists content standard(s)					
B. Strikes out or omits sections of standards that are not addressed in unit					
C. Identifies all the knowledge and skills students need to know and be able to do to meet the standard(s)					
D. Identifies enabling or prerequisite skills that are required by the assessment					
III. Design the Assessment					
A. Aligns with the content standard(s) and assesses the knowledge and skills that are key to the achievement of the content standard(s)					
B. Demands intellectual rigor by requiring complex, high level thinking					
C. Uses an assessment method(s) that provide(s) the type of evidence required by the content standard(s)					
D. Provides enough evidence to make a judgment about achievement of the content standard(s)					
E. Provides enough diagnostic data to determine students' strengths and weaknesses in relation to the content standard(s)					
F. Consider bulleted items only if appropriate: <ul style="list-style-type: none"> Provides students with options to demonstrate achievement of the standard(s) Provides clear and succinct instructions using unambiguous and accessible language Designed and formatted so that the 					

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CRITERIA	LEVEL				EVIDENCE
	1	2	3	4	
visual appearance enhances understanding of the task <ul style="list-style-type: none"> Provides "criteria for success" only to the degree to which they communicate what is expected without providing responses ("giving it away") Addresses administrative constraints in a fair and appropriate manner (i.e., use of calculators, answer sheets, or other resources, length of time, etc.) 					
IV. Articulate Criteria for Success					
A. Describes the specific characteristics you would expect to see in a high quality response to the assessment					
B. The specific characteristics are aligned to the knowledge and skills students need to know to meet the content standard(s)					
C. Describes the level of quality that is expected					
V. Plan Opportunities to Learn and Perform					
A. Fully addresses all components of the "criteria for success"					
B. Provides adequate practice with tasks that are at the level of rigor and complexity that is required on the assessment					
VI. Design Core Lessons/Learning Activities					
A. Aligns to the "criteria for success"					
B. Addresses enabling or prerequisite skills					
C. Illustrates strategies for differentiating instruction to assure that every student has the opportunity he/she will needs to learn					
D. Includes adequate guided practice and feedback on tasks requiring similar skills as required in the assessment					
E. Aligns the opportunities to learn and perform with the specific core lesson/learning activity					
F. Includes teacher to teacher notes that are succinct, clear, and provide useful information					
VII. Set the Performance Standard and Develop the Scoring Guide					

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CRITERIA	LEVEL				EVIDENCE
	1	2	3	4	
Develop the Scoring Guide					
A. The performance standard is set at an appropriate level of rigor					
The scoring guide:					
B. Is consistent with the requirements of the assessment					
C. Clearly aligns to the content standard(s) and the criteria for success					
D. Describes the specific characteristics of work at each performance level					
E. Uses language to describe performance levels that refer to meeting or not yet meeting the standard rather than using language that focuses on the degree of proficiency or passing or failing					
F. Provides an accurate measurement of progress towards achieving the standard, levels build on each other					
G. Written in accessible language that describes what must be present in the student work, not merely what is missing					
VIII. Write Commentary for Student Work					
A. Selects a sample of student work for each performance level that exemplifies the level of quality described in the scoring guide					
B. Cites sufficient and appropriate evidence to support the given performance level in the scoring guide					
IX. Overall Quality					
A. Shows a deep understanding of the content knowledge and skills required by the content standard(s)					
B. Demonstrates coherence as a whole					
C. Consistently aligns to the content standard(s) and criteria for success					
D. Includes all required components (See Checklist I-VIII)					