

## Understanding by Design Unit-PEER Review

Unit Title: \_\_\_\_\_ Grade: \_\_\_\_\_ Subject: \_\_\_\_\_

Designer(s): \_\_\_\_\_ Date: \_\_\_\_\_

<b>Stage 1: Desired Results</b>			
<b>Enduring Understandings</b>			
1. Are the unit understandings “enduring”? Does the unit represent big ideas and/or important understandings that have enduring value beyond the classroom?	Yes	Needs Work	Not Yet
2. Do the enduring understandings represent principles, laws, theories, and/or concepts that are at the heart of the discipline?	Yes	Needs Work	Not Yet
3. Are the understandings broad enough to offer opportunities for authentic, discipline-based work?	Yes	Needs Work	Not Yet
4. Does the understanding reflect a complex or not-obvious concept that leads to deeper inquiry?	Yes	Needs Work	Not Yet
<b>Essential Questions</b>			
5. Are the essential questions provocative and do they provide a doorway to student discussion, inquiry and research? Do they raise other important questions?	Yes	Needs Work	Not Yet
6. Do the questions have no one obvious answer?	Yes	Needs Work	Not Yet
7. Are the questions written in student friendly language appropriate for student in this grade level?	Yes	Needs Work	Not Yet
8. Do the questions get at the heart of the discipline or topic?	Yes	Needs Work	Not Yet
<b>Knowledge and Skills</b>			
9. The unit clearly states what knowledge students will acquire (Students will know...).	Yes	Needs Work	Not Yet
10. The unit clearly indicates what skills students will attain (Students will be able to...).	Yes	Needs Work	Not Yet
11. Does the unit contain knowledge and skills that support rigorous content?	Yes	Needs Work	Not Yet

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### Stage 2: Assessment Evidence

12. Do the assessments measure the enduring understandings and/or essential questions (unit learning goals)?	Extensively	Somewhat	Minimally
13. Are there multiple opportunities within the unit for students to demonstrate mastery of the unit learning goals?	Extensively	Somewhat	Minimally
14. Are there a variety of assessment types and/or options for students to choose from?	Extensively	Somewhat	Minimally
15. Are there opportunities for student reflection, self-assessment and self-adjustment based on feedback relative to the standards?	Extensively	Somewhat	Minimally
16. Is the language of any rubric understandable by the students at this grade? Does the rubric ensure that students will understand by what measures they will be evaluated?	Extensively	Somewhat	Minimally
17. Are there varied and frequent formative assessments?	Extensively	Somewhat	Minimally

### Stage 3: Learning Plan

18. Is the sequence of the unit clear by looking at the learning plan?	Extensively	Somewhat	Minimally
19. Are there activities in the unit that will hook and engage students in the content?	Extensively	Somewhat	Minimally
20. Is the learning plan linked to the unit's Enduring Understandings and Essential Questions?	Extensively	Somewhat	Minimally
21. Will the students have sufficient opportunities to rethink and revise their work based on timely feedback in the unit?	Extensively	Somewhat	Minimally
22. Will the students have opportunities to exhibit their understandings through a variety of final performance and/or product choices?	Extensively	Somewhat	Minimally
23. Do the learning activities support and prepare students for the assessments?	Extensively	Somewhat	Minimally

### Overall Design

24. To what extent does the work bring all three stages together into a coherent unit?	Extensively	Somewhat	Minimally
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### Stage 4: Review/Revise

### Stage 5: Implement/Analyze/Reflect/Revise