

# **Developing High Quality Lessons With The Understanding By Design Model**

## **Peer Review**

### **Some things to remember:**

- The purpose of the peer review process is to improve the UBD unit.
- The unit designer(s) will use feedback from the peer review to improve the overall quality of the unit
- If the review team can not decide between rubric categories, go with the lower one
  - If the team is debating between “yes” and “needs work”, circle “needs work”
  - If the team is debating between “needs work” and “not yet”, circle “not yet”
- It is not your job to fix the unit, only to point out areas for improvement
- Personal feelings do not enter into the process

### **Guidance and Feedback**

**The Peer Review Process is intended to provide feedback on the Understanding by Design unit not guidance.**

Feedback: specific comments on whether the work does or does not meet standards; descriptive language is used, but not values.

Guidance: advice on how to better meet standards or improve performance.

Feedback example: The second question is provocative but has only one answer. It does not meet the standards of an essential question.

Guidance example: Try writing the essential question using more descriptive language that fourth grade students will understand to make it more effective and engaging.

Feedback is

- Value neutral
- Describes what is or is not in the unit
- Describes strengths and weaknesses in the unit against design standards

Guidance is

- What can be done better
- Advice on how to enhance the unit
- Where the unit might be changed to improve it