

U N I T P L A N : R E V I E W Q U E S T I O N S

Subject/Course:	Teacher(s):	Grade Level:
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Overview

Contextualizing Question(s) / Context Description	<ul style="list-style-type: none"> What is the bigger theme or event that is being used as the context for the unit? Is there a particular aspect of this context or message that is narrowing the focus? Is it clear that there is something meaty that students are going to chew on in relation to this bigger context? Do the targets chosen to be taught and assessed in the unit make sense in this context? Can you see where this context will naturally motivate the need for the learning the target and/or will the context meaningfully facilitate the exploration of the target? If there is a question, can you see where it would be an engaging “hook” to get students’ into the content? Is it something that at the end of the unit if the question was asked again, the students would be able to see how what they had learned contribute to answering the question?
Summative Evidence Description	<ul style="list-style-type: none"> When you read the description of what it will look like when students have this target(s), do you agree that it is at the right level of demand?
Content & 21st Century ELTs <small>(to be taught and assessed for proficiency)</small> <ul style="list-style-type: none"> Are both proficient and exceed levels listed? 	Objectives <ul style="list-style-type: none"> Can you follow the progression that the teacher has decided to take the students through to get to the target(s)? Does it seem like s/he is building student learning in a reasonable fashion? Can you see where the objectives are asking students to do things or think at the level of the “3” demand and “4” demand? Or, can you see in the Learning Activities section where this is true? Are the “Key Objectives,” as in the ones that the teacher wants/needs to give formative feedback to students on, clearly chosen and indicated (e.g., bold, underlined, etc.) ?
Other Content & 21st ELTs assessed for proficiency <small>(previously taught and assessed at least once prior)</small> <ul style="list-style-type: none"> If no other targets are included here, why not? Is there a way to tweak an activity, re-word a question, or add a question that may show evidence on a previously taught target? If there are ELTs here, is there a notation here about whether this would be a 2nd or 3rd summative opportunity? 	

Learning Plan	Objectives (these are the steps students are taking to reach proficiency on the ELTs or that are being used to review or intro content)	Learning Activities	Evidence (activities and points in the unit identified to check for learning, give feedback, or look for evidence.)
	<ul style="list-style-type: none"> • Are these objectives the same as above? 	<ul style="list-style-type: none"> • Does it seem that this activity will give students a way to acquire the learning stated in the objective? Is it clear what the rigor level is? • Are there a variety of rigor levels reflected in the activities? Can you identify where the instruction to a “4” is? • Is it clear that the activities are modeling a variety of thinking/rigor levels and/or application types? • If it is a district-wide adopted program, are the activities reflecting the structure and intentions of the program? • Are strategies to reach different students incorporated? Can you identify the type of instructional strategies employed through this unit? 	<ul style="list-style-type: none"> • Are the activities that will be mined for data clearly marked as formative or summative? • Does it appear that the formative is assessing the objective? Probe for whether this is a simple task to evaluate and if not, can you see/suggest how to make it more manageable for the teacher? • Does there appear to be enough opportunities for feedback to students? • Are there summatives throughout or at the end? Do you see places where a summative opportunity may emerge in the flow of objectives and activities?