

Madison Public Schools Unit Design: Curriculum Reviewers' Checklist

Unit Title:

PBA Title:

Subject / Course Title:

Grade Level:

Reviewer Initials:

Unit Overview	YES!	Feedback
The main content and concepts of the unit are concisely conveyed.		
The capacities being addressed are identified.		
Pertinent resources for teachers and mentor texts are recognized if needed.		
Stage 1 – Desired Results	YES!	Feedback
<u>Standards:</u>		
Standards are excerpted from current state or national curriculum standards.		
Standards are appropriate to the unit – they align to the unit’s major themes or concepts.		
Standards are a manageable number and balance “content” and “doing” standards (as appropriate).		
The capacities for the unit are named in the standards.		
<u>Transfer:</u>		
The content/unit specific goals are identified (as appropriate).		
The language is framed as a long term end result of schooling/the discipline.		
<u>Meaning:</u>		
<i>Understandings</i> are appropriate to the unit, focused and can be measured in performance or product.		
<i>Essential Questions</i> are open ended and are likely to generate further inquiry and discussion around the unit’s central idea and the discipline. Ideally some will repeat in future units and grade levels.		
<u>Acquisition:</u>		
<i>Students will know...</i> The key factual information and vocabulary are listed.		
<i>Students will be skilled at...</i> key skills are listed.		

Stage 2 – Evidence	YES!	Feedback
The summative assessments in Stage 2 are designed to measure all of the skills, knowledge, understanding and transfer goals identified in Stage 1.		
Formative assessments are listed as well as embedded in stage 3.		
PBA Review Criteria		
<u>Performance</u> : A student's active generation of a response is observable either directly or indirectly and understanding is communicated via a product.		
<u>Authentic</u> : The goal of the task and context in which the assessment occurs is relevant and represents problems or issues with which experts, citizens, and creators struggle. The novel products are developed and/or presented to a target audience.		
<u>Content and Skill</u> : Stage 1 Desired Results are addressed with the appropriate Depth of Knowledge.		
<u>Engagement</u> : The task parameters invite students to personalize process, product, or the topic/idea in order to promote engagement, deep thinking, and ownership of the work.		
<u>Criteria for Success</u> : Aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance are provided.		
Stage 3 – Learning Plan	YES!	Feedback
All Essential Questions are addressed, and are connected to the Learning events in stage 3 - to stimulate interest and elicit deep thinking.		
A mix of instructional approaches, including gradual release of responsibility, strategies, and resources are offered that are appropriate for a variety of learners.		
The activities provide opportunities for students to collaborate with each other, self-assess, and utilize technology as appropriate.		
Learning includes opportunities to gain cultural perspectives through curriculum/materials.		

Peer Feedback: