

Appendix

Course Assessments	Appendix A
Assessment Plan Checklist.....	A.01
Curriculum-Framing Questions Rubric	A.02
Gauging Student Needs Checklist	A.03
Portfolio Checklist	A.04
Portfolio Rubric	A.05
Project Characteristics Checklist	A.07
Standards and Objectives Rubric	A.08
Unit Plan Checklist	A.09
Index	Appendix B

Appendix

Appendix A

Assessment Plan Checklist

I have considered:

- The strategies I will use to gauge student readiness for the unit.
- The product or performance that will engage my students and best demonstrate my intended learning goals and targeted thinking skills.
- What quality work will look like and how I will involve students in understanding the project expectations, learning goals, and criteria.
- How I will address and assess higher-order thinking and 21st Century skills in this unit.
- The reporting and monitoring strategies that will encourage student self-management and progress during independent and group work and the monitoring and reporting instruments I will need to create.
- How I will monitor student understanding, identify misconceptions, and adjust if necessary.
- How I will determine if knowledge is being applied in new situations.
- How I will foster peer feedback.
- How I will check for student understanding throughout the unit.
- The methods of assessment that will help students reflect on the strategies they are using to learn (metacognition) and what assessments I will need to create.
- How my students and I will know they have met the learning goals.
- How I will use the assessment data to plan for future instruction and help my students self-assess and set new goals.

Curriculum-Framing Questions Rubric

Use this rubric as you create and modify your Curriculum-Framing Questions throughout your unit development process.

4	3	2	1
Essential Question (EQ) generates critical thinking.			
My EQ is a thought-provoking question that crosses subject areas or topics within subject areas.	My EQ addresses a broad idea that crosses subject areas or topics within subject areas.	My EQ addresses the concepts of my unit rather than a big idea.	My EQ addresses the content of my unit.
Unit Questions (UQs) support learning goals.			
My UQs are open-ended, clearly aligned with objectives, and require students to use higher-order thinking to develop conceptual understanding related to my unit.	My UQs are open-ended, aligned with objectives, and ask students to use higher-order thinking to develop conceptual understanding related to my unit.	My UQs are open-ended but are not clearly connected to objectives, higher-order thinking, or concepts specific to my unit.	My UQs have pre-determined answers or are too broad for my unit to focus understanding.
Content Questions (CQs) address important factual knowledge.			
My CQs focus on key concepts to build factual knowledge. They have narrow and defined answers.	My CQs build factual knowledge and have narrow and defined answers.	Some of my CQs address factual understanding.	My CQs do not build factual understanding.
Curriculum-Framing Questions (CFQs) connect to each other.			
My CFQs require students to use information from CQs to thoroughly answer UQs and think critically and creatively about the EQ.	My CFQs ask students to use information from CQs to answer UQs and think critically about the EQ.	My CFQs sometimes ask students to use information from CQs to answer UQs or to think about the EQ.	My CFQs rarely ask students to use information from CQs or to answer UQs or think about the EQ.

Gauging Student Needs Checklist

- My assessment gathers the prior knowledge I need from my students.
- I use my Essential and Unit Questions to help collect assessment information.
- The questioning I use in this assessment helps to model how my unit will target higher-order thinking and 21st century skills.
- I have anticipated student responses to help focus the information I need to gather.
- I can use the information from this assessment to meet my student needs before I start the unit.

Portfolio Checklist

Completed	Unit Portfolio Component	Saved In	Started In
<input type="checkbox"/>	Unit Plan	<i>unit_plan</i> folder	Module 1 (developed throughout all modules)
<input type="checkbox"/>	Publication to present the idea of projects in your classroom	<i>unit_support</i> folder	Module 1
<input type="checkbox"/>	Assessment to gauge student needs	<i>assessments</i> folder	Module 2
<input type="checkbox"/>	Unit Portfolio Presentation	<i>Portfolio</i> folder	Module 2
<input type="checkbox"/>	Works Cited document	<i>unit_plan</i> folder	Module 3
<input type="checkbox"/>	Student sample (presentation, publication, web-based resource)	<i>student_sample</i> folder	Module 4
<input type="checkbox"/>	Student sample assessment	<i>assessments</i> folder	Module 5
<input type="checkbox"/>	Other assessments (optional)		
<input type="checkbox"/>	Assessment to foster self-direction and metacognition, such as project plans, checklists, conference questions, and reflective prompts	<i>assessments</i> folder	Module 6
<input type="checkbox"/>	Document(s) to scaffold students' content learning, such as guidelines, forms, and templates	<i>unit_support</i> folder	
<input type="checkbox"/>	Facilitation Material	<i>unit_support</i> folder	Module 7
<input type="checkbox"/>	Management Resource		
<input type="checkbox"/>	Unit Portfolio for Showcase	<i>Portfolio</i> folder	Module 8

Portfolio Rubric

4	3	2	1
Instructional design addresses standards and objectives.			
My Unit Plan clearly shows how the work my students do will help them meet the standards and objectives.	My Unit Plan shows how the work my students do will help them meet the standards and objectives.	My Unit Plan shows that some of the work my students do in my Unit Plan addresses standards and objectives.	My Unit Plan shows that very little of the work my students do in my unit addresses standards and objectives.
Instructional design addresses 21st century skills.			
In my unit plan, I provide instruction, modeling, and multiple opportunities for students to refine and develop relevant 21st century skills.	In my unit plan, I provide instruction and modeling to help students refine and develop relevant 21st century skills.	Students practice 21st century skills during the unit, but they receive little instruction to support their development.	Students rarely use 21st century skills during the unit.
Instructional design incorporates Curriculum-Framing Questions (CFQs).			
My unit integrates CFQs to focus student learning on important concepts and big ideas throughout the unit.	My unit uses CFQs to focus student learning on important concepts and big ideas multiple times in the unit.	The use of CFQs in my unit is superficial because they are not used to focus student learning.	My unit does not address CFQs.
Instructional design uses project approaches.			
In my unit, students have many choices about how they demonstrate their learning. They create authentic products and performances developed through connected tasks and activities.	In my unit, students have some choices about how they demonstrate their learning. They create products and performances developed through connected tasks and activities.	In my unit, students have few choices about how they demonstrate their learning. They complete discrete activities that do not connect to a final product or performance.	My students do not demonstrate their learning through products or performances.
Instructional design addresses student differences.			
My unit provides well-defined and thoughtful accommodations to support diverse learners.	My unit provides accommodations to support diverse learners.	My unit provides minimal accommodations to support diverse learners.	My unit does not provide any accommodations to support diverse learners.
Technology integration supports content learning.			
In my unit, students use technology to enhance conceptual understanding and develop content-specific skills and strategies.	My students use technology to understand important content concepts and develop content-specific skills.	My students use technology to explore content concepts.	My students' use of technology is superficially related to content.

(continued)

Appendix A: Course Assessments

4	3	2	1
Technology integration supports 21st century skills.			
Technology enhances learning in my unit by creatively supporting and developing a variety of 21st century skills appropriate for the tasks and content.	Technology enhances learning in my unit by supporting the development of relevant 21st century skills appropriate for the tasks and content.	Technology in my unit supports the practice of some 21st century skills.	Technology in my unit does not support the practice of 21st century skills.
Technology integration meets student and classroom needs.			
In my unit, my students use technology that is appropriate for all ability levels and interests in ways that challenge their skills while building proficiency.	In my unit, my students usually use technology that is age appropriate and meets the needs of diverse learners.	In my unit, my students occasionally use technology that is age appropriate.	In my unit, my students seldom use technology, and when they do use it, the technology is often inappropriate for their ability levels or interests.
The technology in my unit is reasonable and feasible given the specific circumstances of my teaching situation.	The technology used in my unit is reasonable although somewhat difficult given the specific circumstances of my teaching.	The technology used in my unit takes a great deal of effort on my part.	Given the specific circumstances of my teaching situation, the technology used in my unit is not feasible.
Assessment strategies address standards and objectives.			
My assessments clearly and thoroughly address all targeted standards and learning objectives, emphasizing content and processes over traits such as organization and appearance.	My assessments address all targeted standards and learning objectives, and emphasize content learning.	My assessments address some targeted standards and learning objectives.	My assessments address few targeted standards and learning objectives.
Assessment strategies are student-centered.			
In my unit, students contribute to the creation of assessments and frequently assess themselves and peers.	In my unit, students may contribute to the creation of assessments and assess themselves and peers.	In my unit, students may assess themselves and peers.	In my unit, students have little or no involvement in their assessment.
The assessments in my unit have specific criteria that define quality. My assessments make it easy for students to measure their work against expectations.	The assessments in my unit have criteria that define quality. Students can use my assessments to measure their work against expectations.	The assessments in my unit lack clear criteria for my students to measure their work.	Students cannot use my assessments to measure their work.
Assessment strategies are varied and ongoing.			
In my unit, a variety of informal and formal methods are used throughout the instructional cycle to meet all five assessment purposes.	In my unit, informal and formal methods are used throughout the instructional cycle to meet all five assessment purposes.	In my unit, students are assessed infrequently and in traditional ways to meet some assessment purposes.	In my unit, students are assessed in traditional ways at the end of the unit.

Project Characteristics Checklist

Review the characteristics of projects and consider how you might incorporate some elements of project design into your Unit Plan. You also use the information gained to help you create an informational brochure or newsletter to explain how and why projects are used in your classroom.

Characteristics of effective project-based units	Notes
<input type="checkbox"/> Students are at the center of the learning process.	
<input type="checkbox"/> The project focuses on important learning objectives aligned with standards.	
<input type="checkbox"/> The project is driven by Curriculum-Framing Questions.	
<input type="checkbox"/> The project involves ongoing and multiple types of assessment.	
<input type="checkbox"/> The project involves connected tasks and activities that take place over a period of time.	
<input type="checkbox"/> The project has real-world connections.	
<input type="checkbox"/> Students demonstrate knowledge and skills through products and performances that are published, presented, or displayed.	
<input type="checkbox"/> Technology supports and enhances student learning.	
<input type="checkbox"/> Thinking skills are integral to project work.	
<input type="checkbox"/> Varied instructional strategies support multiple learning styles.	

Standards and Objectives Rubric

4	3	2	1
Standards and objectives integrate 21st century skills with content.			
I have selected standards and written objectives to integrate appropriate 21st century and higher-order thinking skills with content learning.	I have selected standards and written objectives to connect 21st century and higher-order thinking skills to content learning.	I have selected standards and written objectives that address lower level skills connected to content learning.	My standards and objectives address low-level skills and knowledge.
Objectives support content standards.			
My objectives clearly show what students will learn and are supported and derived from the Unit Plan's targeted content standards.	My objectives show what students will learn and relate to the Unit Plan's targeted content standards.	Some of my objectives describe tasks rather than what students will learn related to the content standards.	My objectives describe tasks unconnected to standards.
Objectives are assessed.			
All my objectives are assessed using varied strategies throughout the unit.	All my objectives are assessed during the unit.	Most of my objectives are assessed during the unit.	Few of my objectives are assessed during the unit.

Unit Plan Checklist

Use this checklist to monitor the quality of your Unit Plan.

Essential Question	Notes
<ul style="list-style-type: none"> <input type="checkbox"/> Is an open-ended, thought-provoking question with more than a single right answer <input type="checkbox"/> Covers an important, enduring learning for my curriculum <input type="checkbox"/> Crosses disciplines/topics <input type="checkbox"/> Requires higher-order thinking, cannot be answered by simply recalling facts <input type="checkbox"/> Is written in student-friendly language <input type="checkbox"/> Engages students and addresses their needs/interests 	
Unit Question(s)	Notes
<ul style="list-style-type: none"> <input type="checkbox"/> Are open-ended questions with more than a single right answer <input type="checkbox"/> Require higher-order thinking, cannot be answered by simply recalling facts <input type="checkbox"/> Address standards <input type="checkbox"/> Encompass the major themes in the unit 	
Content Questions	Notes
<ul style="list-style-type: none"> <input type="checkbox"/> Have undisputable correct answers <input type="checkbox"/> Support EQ and UQs <input type="checkbox"/> Directly address objectives and standards 	
Targeted Standards	Notes
<ul style="list-style-type: none"> <input type="checkbox"/> Are addressed in Procedures <input type="checkbox"/> Are assessed <input type="checkbox"/> Can be appropriately addressed during the duration of the unit 	

(continued)

Appendix A: Course Assessments

Objectives	Notes
<ul style="list-style-type: none"> <input type="checkbox"/> Describe specifically what students learn, not just what they do <input type="checkbox"/> Can be assessed <input type="checkbox"/> Require deep understanding of content <input type="checkbox"/> Integrate content learning with 21st century skills 	
Assessment Plan and Assessments	Notes
<ul style="list-style-type: none"> <input type="checkbox"/> Include formal and informal strategies <input type="checkbox"/> Are ongoing throughout the unit <input type="checkbox"/> Assess higher-order thinking <input type="checkbox"/> Assess 21st century skills <input type="checkbox"/> Include self- and peer-assessment <input type="checkbox"/> Assess for all purposes: <ul style="list-style-type: none"> <input type="checkbox"/> Gauge student needs <input type="checkbox"/> Encourage self-direction and collaboration <input type="checkbox"/> Monitor progress <input type="checkbox"/> Check for understanding and metacognition <input type="checkbox"/> Demonstrate understanding and skill <input type="checkbox"/> Emphasize content learning <input type="checkbox"/> Address all standards <input type="checkbox"/> Address all objectives <input type="checkbox"/> Contain content-specific criteria 	
Instructional Procedures	Notes
<ul style="list-style-type: none"> <input type="checkbox"/> Spell out all necessary steps and activities for each stage of the project or unit. <p>At the beginning of the unit:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce Curriculum-Framing Questions <input type="checkbox"/> Discuss the project scenario <input type="checkbox"/> Assess prior knowledge using the gauging student needs assessment <input type="checkbox"/> Establish learning goals <p style="text-align: right;">(continued)</p>	

Instructional Procedures (continued)	Notes
<p>During the unit:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Specify strategies for monitoring progress toward learning goals <input type="checkbox"/> Help students develop and apply new knowledge and skills <input type="checkbox"/> Revisit CFQs <input type="checkbox"/> Include instruction and modeling of 21st century skills <p>At the end of the unit:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe how students demonstrate learning (products, presentation, and performances) <input type="checkbox"/> Describe how learning is assessed <input type="checkbox"/> Help students reflect on their learning and set new goals <p>Throughout the unit:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe when and how formal and informal assessments are used <input type="checkbox"/> Specify strategies to meet the needs of diverse learners <input type="checkbox"/> Specify strategies to develop student self-direction <input type="checkbox"/> Address all objectives with an appropriate amount of instruction and application <input type="checkbox"/> Reflect realistic and appropriate timing <input type="checkbox"/> Flow naturally and logically 	

Index

21st Century Skills	1.02, 1.30, 2.03, 3.04
Accommodations for Differentiated Instruction	6.02, 6.08
<i>Assessing Projects</i> Application	5.13, 6.06
Assessment	2.10, 5.03, 5.05, 5.13, 6.01, 6.03
Assessment Plan	5.06, 5.08, 6.14
Assessment Plan Checklist	5.10
Assessment Strategies	2.10, 2.14, 5.05
Assessment Summary	2.13, 5.10
Assessment Timeline	2.13
Assessment to Foster Self-Direction	6.05
Assessment to Gauge Student Needs	2.15
Auditory Learner	6.02
Benchmarks	2.01
Blog	1.27, 3.14
Bloom's Taxonomy	2.04
Bookmark/Tagging	1.23, 3.08
Chats	3.10
Citing Sources	3.06
Collaboration	3.14, 4.01, 5.11, 7.08
Collaborative Web site	2.07, 3.16
Communication Resources	3.10
Communication Skills	4.01, 3.04
Content Questions	1.24, 2.05, 2.08, 7.07, Appendix A.02
Copyright	3.05
Creativity	1.31
Critical Thinking	1.30, 2.06, Appendix A.02
Curriculum-Framing Questions	1.14, 1.19, 1.24, 2.05, 4.01, 4.03, 4.06
Curriculum-Framing Questions Rubric	2.06, Appendix A.02
Descriptors (Rubrics)	5.13
Differentiation	6.04
Differentiation Survey	6.02, 6.07, 6.16
Diverse learning	6.08
E-mail	3.11
Embedding or Hyperlinking Files	7.12
Essential Question	1.01, 2.05, 2.26, 4.15
Evaluating the Course	8.07
Evaluating Web Resources	3.09
Evaluation	See Assessment

Appendix B: Index

Facilitating.....	7.01, 7.04
Facilitation Resources	6.16, 6.20, 7.04, 7.09, 7.12
Fair Use	3.05, 4.12
Formative and Summative Assessment	1.12, 2.12, 5.05, 6.05, 6.08
Forms.....	6.10
Gauging Student Needs Checklist.....	2.20, Appendix A.03
Gifted Student	6.04
Goals, Course.....	1.05
Grants, Discount Rates, or Freeware	7.12
Help Guide	1.06
Higher-Order Thinking Skills	1.13, 1.30, 2.02, 4.05, 5.07, 7.01
Hyperlinking	7.04
Instant Messaging (IM)	3.12
Instructional Design	1.12, 1.17, 4.16, 8.04
Instructional Procedures	4.14, 6.14, Appendix A.10
Internet	Module 3
Internet Research	3.07
Internet Resources.....	3.04, 3.07, 3.23, 7.23
Kinesthetic Learner.....	6.02
Learning Goals and Objectives.....	1.14, 2.02
Learning Styles.....	6.03
Left Brain/Right Brain	6.03, 6.05
Linking.....	See Hyperlinking
Management Resource.....	7.09
Mathematical Thinking.....	4.06, 6.11
Multiple Intelligences	6.02
Nonnative Language Speakers	6.04
Objectives	1.14, 2.02
Online Collaborative Web site	2.07, 3.16
Online Communication Resources.....	3.10
Online Survey	3.13
Opinion Poll.....	3.13
Portfolio Checklist	1.07, Appendix A.04
Portfolio Folder.....	1.06
Portfolio Rubric.....	1.17, Appendix A.05
Presentations.....	4.08, 4.11, 6.19
Outline	2.21
Basic Skills	2.22
Enhancements	2.24, 4.12
Template.....	6.12
Problem Solving.....	1.31, 3.04
Procedures, Instructional.....	1.10, 4.14, Appendix A.10

Productivity	7.04, 7.05
Professional Development Resources	7.05, 7.12, 7.23
Project Characteristics Checklist	1.19, Appendix A.07
Project Design	1.24, 1.29, 4.05
Project-Based Learning	1.13, 1.19, 1.22
Publication to Explain Projects	1.22
Publications	1.25, 4.08, 4.13, 6.19
Questioning	2.16, 7.01
Ratings	5.13
Research	3.07
Resource Student	6.04
Sample Unit Portfolios	1.20
Search	3.07
Self-Direction	6.05
Showcase Feedback Form	8.05, 8.11
Showcasing Student Projects	8.02, 8.05
Showcasing Unit Portfolios	8.05
Special Needs	6.04
Standards	1.13, 2.01, 3.03
Standards and Objectives	1.17, 2.02
Standards and Objectives Rubric	Appendix A.08
Student Sample	Module 4, 5.01
Student Support Resource	6.10
Student-Centered Instruction	1.13, 2.01, 2.10, 4.02, 6.05, 6.16
Student-Friendly Search Engines	3.08
Summative Assessment	2.10
Survey	3.10, 3.11, 3.14
Tagging	1.23
Templates	6.12
Thinking Skills	1.13, 1.30, 2.02, 4.05, 5.07, 7.01
Traits (Rubrics)	5.13
Unit Plan Checklist	Appendix A.09
Unit Plan Template	1.08
Unit Portfolio	1.06
Unit Portfolios, Sample	1.20
Unit Questions	2.05
Visual-Auditory-Kinesthetic Learners	6.02
Visual Learner	6.02
Voice Over Internet Protocol (VoIP)	3.13
Web Search	3.07
Wiki	2.24, 3.03, 3.15
Works Cited	3.06

