

Proficiency-Based Unit Planning Design Considerations

Stage	Teacher Considerations	Student Considerations	Instructional Planning
<p>Stage One What is worth understanding?</p>	<ul style="list-style-type: none"> What matters about what we are learning? Identify related standards and indicators Clarify what students will know and be able to do 	<ul style="list-style-type: none"> What do I need to learn and why? What makes this important or useful? 	<ul style="list-style-type: none"> What is the essential question? What is the hook? What activity, task, reading, or video will build upon students' interests and experiences?
<p>Stage Two How will students show understanding?</p>	<ul style="list-style-type: none"> Select and develop scoring criteria Design summative assessments How will I know what they already know? What will the pre-assessment entail? 	<ul style="list-style-type: none"> In what ways do I have choice over how I represent my learning? What does quality work look like? 	<ul style="list-style-type: none"> Share and discuss quality work through exemplars and scoring criteria Identify what students already know.
<p>Stage Three What promotes engagement, learning, and mastery?</p>	<ul style="list-style-type: none"> Where can students have voice and choice? What supports and extensions will ensure that all students learn? 	<ul style="list-style-type: none"> What is the essential question? What makes the concept real and compelling? 	<ul style="list-style-type: none"> What will make the materials and activities engaging and accessible to all students? How will I use data to inform my instruction?