

Common Unit Implementation Configuration
For Each Unit:



Stage 1 Desired Results	Level 1 High Degree of Implementation	Level 2	Level 3	Level 4 Low/No degree of Implementation
Goals: Standards and Benchmarks	For core subjects only: <ul style="list-style-type: none"> • Include MISIC, Common Core or Iowa Core and 21st Century Skills • Are prioritized For non-core subjects: <ul style="list-style-type: none"> • District (MISIC) or National Standards and Benchmarks and 21st Century Skills included • Are prioritized 	For core subjects only: <ul style="list-style-type: none"> • Include MISIC, Common Core or Iowa Core (For Core Subjects Only if applicable) 	For core subjects only: <ul style="list-style-type: none"> • MISIC only For non-core subjects: <ul style="list-style-type: none"> • District, MISIC, or National Standards and Benchmarks included for non-core subjects 	<ul style="list-style-type: none"> • Not included in unit
Enduring Understandings/ Essential Questions	<ul style="list-style-type: none"> • Require students to synthesize or analyze • Are open ended and thought provoking • Are used in assessment • Shared with students 	<ul style="list-style-type: none"> • Are open ended and thought provoking • Shared with students 	<ul style="list-style-type: none"> • Can be answered in a few words or with a yes/no • Not shared with students 	<ul style="list-style-type: none"> • Not included in unit
Vocabulary	Are collaboratively: <ul style="list-style-type: none"> • Identified • Included in instruction and assessment 	<ul style="list-style-type: none"> • Identified • Included in instruction and assessment 	<ul style="list-style-type: none"> • Identified • Not included in instruction or assessment 	<ul style="list-style-type: none"> • Not included in unit
Facts/Skills Elementary: What students will know and be able to do Secondary: Content objectives	<ul style="list-style-type: none"> • Identified, included in unit • In use collaboratively in instruction 	<ul style="list-style-type: none"> • Identified, included in unit • In use but not collaboratively 	<ul style="list-style-type: none"> • Identified but not included in unit 	<ul style="list-style-type: none"> • Not included in unit and • Not identified

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Stage 2 Assessment Evidence	Level 1	Level 2	Level 3	Level 4
<p>Formative Assessment (Not often used to assign grades, may be given prior to the start of a new unit to guide lesson planning, or during the unit to diagnose student learning difficulties, used to plan differentiation within the unit, or to identify effective teaching strategies)</p>	<ul style="list-style-type: none"> Formative assessments are purposefully selected, created, and used consistently between teachers Results (data) are used to guide instruction Formative assessments are measuring the important (prioritized) standards or benchmarks in the unit Timing of formative assessments (within the unit) are decided collaboratively A variety of formative assessment types are included that require students to demonstrate their learning in a variety of ways Formative assessments are rigorous, reliable, and fair 	<ul style="list-style-type: none"> Formative assessments are occasionally used to guide instruction Formative assessments are shared between teachers Formative assessments are measuring standards and benchmarks in the unit Timing of formative assessments (within the unit) are decided collaboratively 	<ul style="list-style-type: none"> Formative assessments are rarely used and do not consistently guide instructions. No collaboration between teachers of the same course on selection of concepts/skills that are formally assessed Feedback from assessment not shared between teachers. 	<ul style="list-style-type: none"> Not included/non-existent in unit or results are not used to guide instruction

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<p>Summative Assessment(s) (Used as a final classroom measure of student learning)</p>	<ul style="list-style-type: none"> All assessment items are directly correlated with standards and benchmarks Assessments include multiple levels of Bloom’s Taxonomy of Learning, Teaching, and Assessing including Analyze, Evaluate and Create OR units include major types of Knowledge Dimensions (Factual Knowledge, Conceptual Knowledge, Procedural Knowledge, Metacognitive Knowledge) 	<ul style="list-style-type: none"> All assessment items are directly correlated with standards and benchmarks, assessments Some assessments include multiple levels of Bloom’s Taxonomy of Learning, Teaching, and Assessing benchmarks 	<ul style="list-style-type: none"> Some but not all items on assessment are correlated to unit standards and benchmarks 	<ul style="list-style-type: none"> Items on assessment are not directly measuring unit benchmarks No item analysis has been performed to check for correlation to standards and benchmarks
<p>From snapshot to scrap book approach (Snapshot – looking at one test, one day to determine student learning Scrapbook – looking at a collection of evidence to determine student learning)</p>	<p>Scrapbook: Evidence of learning includes all the following assessments:</p> <ul style="list-style-type: none"> Performance tasks (authentic performance) Academic prompts Quiz and test items Informal checks for understanding (formative assessment for both teacher and student use) Collection of assessments determined collaboratively 	<p>Scrapbook: Evidence of learning includes more than one of the following assessments:</p> <ul style="list-style-type: none"> Performance tasks (authentic performance) Academic prompts Quiz and test items Informal checks for understanding (formative assessment for both teacher and student use) Collection of assessments determined collaboratively 	<p>Snapshot:</p> <ul style="list-style-type: none"> Only one assessment (quiz or test) is in common use per unit 	<ul style="list-style-type: none"> No common assessments are in use between teachers of the same course

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