***CBI Unit Feedback Checklist***

1. **Desired Results**

\_\_\_\_\_\_\_\_\_ Long-term transfer goals are identified

\_\_\_\_\_\_\_\_\_ Desired Results are stated in relation to the Iowa Core Curriculum or other national/state content standards.

\_\_\_\_\_\_\_\_\_ Desired results include IC 21st Century Skills (tech literacy, financial literacy, etc.)

\_\_\_\_\_\_\_\_\_ Understanding(s) are transferable and are at the heart of the discipline

\_\_\_\_\_\_\_\_\_ Understanding(s) are age appropriate

\_\_\_\_\_\_\_\_\_ The understandings are framed as full-sentence generalizations in response to the stem: *“Students will understand* *that*…”

\_\_\_\_\_\_\_\_\_ The understandings are not obvious or true by definition (i.e., factual knowledge). They need to be “uncovered” (rather than merely stated) in order for students to come to understand them.

\_\_\_\_\_\_\_\_\_ Some of the essential questions are provocative, have no single answer, and will generate inquiry

\_\_\_\_\_\_\_\_\_ Knowledge is appropriate to reach understanding(s) and is age appropriate

\_\_\_\_\_\_\_\_\_ Skills are necessary to reach understanding(s) and are age appropriate

\_\_\_\_\_\_\_\_\_ Desired results are appropriate for the length of the unit

**2. Determining Evidence for Assessing Learning (performance task & other pieces of evidence)**

\_\_\_\_\_\_\_\_\_ Clear and complete alignment between the desired results, assessment tasks, and assessment criteria

\_\_\_\_\_\_\_\_\_ Performance assessment includes task and purpose

\_\_\_\_\_\_\_\_\_ Developmentally appropriate

\_\_\_\_\_\_\_\_\_ High rigor – requires depth of understanding and application

\_\_\_\_\_\_\_\_\_ Criteria on the checklist or rubric (if available) is clear, precise, and in student-friendly language

\_\_\_\_\_\_\_\_\_ Evidence comes from a variety of sources across the unit

\_\_\_\_\_\_\_\_\_ Within the assessment tasks the student is expected to construct knowledge (interpret, analyze, synthesize, or evaluate information) not just reproduce information

\_\_\_\_\_\_\_\_\_ The task is not likely to be performed well without a clear grasp of the understandings the task is meant to assess.

\_\_\_\_\_\_\_\_\_ Students are expected to self-assess

**3. Learning Plan**

\_\_\_\_\_\_\_\_\_ Clear and complete alignment between the desired results and teacher tasks

\_\_\_\_\_\_\_\_\_ Clear and complete alignment between the desired results and student tasks

\_\_\_\_\_\_\_\_\_ Learning experiences progress and build in a coherent manner

\_\_\_\_\_\_\_\_\_ Real world interactions are used to engage students in inquiry

\_\_\_\_\_\_\_\_\_ Learning experiences allow students to explore the generalizations, knowledge, and skills in a way that is authentic to the field or discipline

\_\_\_\_\_\_\_\_\_ Learning experiences prepare the students so they can be successful on the Performance Task(s)

\_\_\_\_\_\_\_\_\_ Learning experiences are meaningful and worth the time

\_\_\_\_\_\_\_\_\_ Resources identified in the learning plan clearly link to the desired results

\_\_\_\_\_\_\_\_\_ Technology is integrated to meet student-learning goals