

Understanding by Design Glossary for Branford Public Schools — DRAFT

UbD Elements	Characteristics of Elements
<p>Standards <i>National and state standards that are the focal point of the unit.</i></p>	<p>If listed, targeted goals should be:</p> <ul style="list-style-type: none"> ○ Taught and assessed within the unit ○ Feasible with existing time frame and resources ○ “Unpacked” and used to focus engaging lessons and assessments.
<p>Transfer Goals <i>Long-term accomplishments that students should be able to do with knowledge and skills, on their own.</i></p>	<ul style="list-style-type: none"> ○ Long-term in nature ○ Emphasis is on independent and contextualized performance ○ Help to establish purpose and relevance by answering common student questions such as: “Why should I learn this? “What can I do with this?”
<p>Understandings <i>Inferences or generalizations students should realize or derive as a result of the work of the unit</i></p>	<ul style="list-style-type: none"> ○ Are inferences students should realize or derive as a result of the work of the unit ○ Are framed as full sentences (specific generalizations) in response to the prompt, “The students will understand THAT...” ○ Help learners make sense of otherwise discrete facts and skills; they “connect the dots” ○ Cannot be simply transmitted; they must be “earned” by the learner
<p>Essential Questions <i>Open-ended questions designed to promote sustained inquiry and meaning making.</i></p>	<ul style="list-style-type: none"> ○ Are open ended; have no simple right answer ○ Are meant to be investigated, argued, looked at from different points of view in and across units ○ Raise other important questions ○ Are meant to recur; can be fruitfully asked over time
<p>Knowledge and Skills <i>Specify what students should know and be able to do as a result of the unit: skills, processes, topics, key vocabulary</i></p>	<ul style="list-style-type: none"> ○ Content knowledge and skill should be means, <i>not</i> an end in themselves ○ Only list enabling knowledge and skills that will be explicitly taught and assessed in this unit
<p>Performance Tasks <i>Ask students to apply knowledge and skills to a new situation to show evidence of understanding and transfer goals.</i></p>	<ul style="list-style-type: none"> ○ Yield tangible products and performances as evidence of understanding and transfer (Stage 1 goals) ○ Demand thoughtful application of knowledge and skills, not just recall ○ Are open-ended; they do not have a best answer or a right way to complete the task ○ Establish authentic contexts for performance
<p>Other Summative Assessments <i>Additional summative assessments that are aligned with and measure Stage 1 goals.</i></p>	<ul style="list-style-type: none"> ○ Identifies needed assessments of all Stage 1 goals ○ Includes conventional tests, assignments and observations to supplement the evidence from the performance tasks
<p>Learning Plan (and Formative Assessments) <i>Intended to equip students to achieve the goals of Stage 1 and perform well on the Stage 2 assessments.</i></p>	<p>A set of learning events that are designed to help students:</p> <ul style="list-style-type: none"> ○ Acquire targeted knowledge and skills ○ Make meaning of important ideas ○ Equip students to transfer their learning ○ Use textbooks and other materials as resources. (The textbook should support the unit, not be the unit.) ○ Learn in a sequence that best supports understanding and engagement

