# AERO UNIT REVIEW

# Design Criteria

**Directions:** Apply the following criteria to the components of a unit to determine the extent to which the various parts contribute to produce a viable, challenging learning experience for students.

| Stages of Design | | | | |
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| **Identify desired results** | **Meets Criteria** | **Partially Meets Criteria** | **Does Not Meet Criteria** | **REVIEWER COMMENTS** |
| What content knowledge and skills are required by the standard(s) /benchmark(s)? | The instructional goals and objectives are specific and directly related to identified curriculum content standards/benchmarks. | The instructional goals and objectives are vague and only loosely aligned to the identified curriculum content standards/benchmarks. | The instructional goals and objectives are not aligned to the identified curriculum content standards/benchmarks. | |
| What is (are) the unit's enduring understanding(s)? | The unit is built upon a "big idea" or enduring understanding central to the heart of the discipline. | The unit is built upon a big idea which is important but not central to the discipline. | The unit design is based on student knowledge of factual content. | |
| What are the unit's essential questions which prompt curiosity and challenge thinking? | The unit is framed by challenging and focusing essential questions which relate directly to the standards/benchmarks. | The unit includes challenging questions which relate indirectly to the standards/benchmarks. | The unit includes questions which are neither thought provoking nor related to the standards/benchmarks. | |

| Identify evidence of learning | Meets Criteria | Partially Meets Criteria | Does Not Meet Criteria | REVIEWER COMMENTS |
|---|---|---|---|---|
| What type of evidence is required to assess the standard/benchmark?<br><br>Does the assessment provide the type of evidence needed to determine if students "got it"? | The assessment is clearly aligned with the content standards. | The alignment of the assessment and content standards is uneven or indirect. | There is no evidence of alignment. | |
| Does the assessment task provide enough evidence to determine if students met the standards? | The assessment provides sufficient evidence of student understanding. The assessment provides students an opportunity to reveal the breadth and depth of their understanding. | The assessment provides some evidence of student understanding but is incomplete and yields insufficient data about student understanding. | The assessment is too limited or incomplete to provide confident inferences about student understanding. | |
| Is the assessment task efficient? | The assessment task is efficient. (the evidence could not be achieved in less time.) | The assessment task is somewhat efficient | The assessment task is not efficient (the same evidence could be achieved in a less consuming time) | |
| Is the task developmentally appropriate? | The assessment task is developmentally appropriate (students are provided various opportunities to demonstrate what they know and can do) | The assessment task is developmentally appropriate (students are provided limited opportunities to demonstrate what they know and can do) | The assessment task is not developmentally appropriate. | |
| | The assessment provides students with various opportunities for showing what they know and can do. | The assessment provides students with limited opportunities for showing what they know and can do. | The assessment provides only one way for showing what they know and can do. | |

| Plan the learning experiences | Meets Criteria | Partially Meets Criteria | Does Not Meet Criteria | REVIEWER COMMENTS |
|---|---|---|---|---|
| Do the tasks provide all students an opportunity to address the prerequisite or enabling skills of the assessment? | The learning experiences are clearly aligned to the content standards. | The alignment of the learning experiences and content standards are uneven or indirect | There is minimal or no evidence of alignment of learning experiences and content standards. | |
| Have the designed tasks been planned to reach all students? | The learning experiences provide multiple opportunities for student engagement in exploring the "big ideas". For example there are opportunities for several of the following: Inquiry Problem solving Creativity Critical thinking Connections beyond the classroom | The learning experiences provide minimal opportunities for student engagement in exploring the "big ideas". For example there are minimal opportunities for inquiry, problem solving, etc. | The learning experiences are not engaging and have minimal student involvement. | |
| Do the tasks provide opportunities to gather evidence so one can give feedback and re-teach as needed. | The tasks are designed as formative assessments of the learning process. | The tasks provide limited opportunities to inform the learning process. | The tasks provide no opportunity to inform the learning process. | |

| Integration of technology | Meets Criteria | Partially Meets Criteria | Does Not Meet Criteria | REVIEWER COMMENTS |
|---|---|---|---|---|
| | The technology tools used in the unit allow students to accomplish tasks that would not be possible without them. | The technology tools used in the unit allow students to accomplish meaningful tasks | The technology tools are used in a way that are contrived or forced. | |
| | The technology tools are integral to the learning. For example, they allow students to research, analyze, or synthesize information for real world tasks or creative exploration. | The technology tools are appropriate for the learning tasks. | The technology tools are used for rote tasks. | |

**Additional Comments:**