

If the goal is Understanding...

Learning Purpose (Essential Questions, Targets)	What evidence do I have that my unit has a clear purpose for what students should understand or think about? How is the purpose transferrable to other units, content, etc.?
Prioritization of Content Rigor	What evidence do I have that my unit focuses on the biggest ideas (enduring) of the content? How does my plan reflect meaningful work around these key pieces?
Cognitive Demand	What evidence do I have that my daily plan of instruction creates higher levels of thinking as a common element? (Questions, tasks, etc.)
Flexibility	What evidence do I have that I will adjust my instruction to meet student needs?
Rigor Assessment and Instruction Congruence	What evidence do I have that my assessment measures what I want students to be able to do? <i>Check for the key words- apply, create, infer, explain, synthesize, argue, justify, connect, interpret, transfer)</i> What evidence do I have that the rigor of assessment and instruction matches?