

## ASSIGNMENT HEURISTIC

<b>Throughlines</b> <i>“The things I most want my students to understand after this course or year are...”</i> <i>“Over time, in this course/learning community we will become better at responding to the question of ...”</i>		
<b>Generative topic</b> <ul style="list-style-type: none"> <li>• <i>Relevant</i> to students and society</li> <li>• <i>Central</i> to one or more disciplines or areas of expertise</li> <li>• <i>Accessible</i> through multiple means</li> <li>• <i>Connected</i> to other topics taught</li> </ul> <p style="text-align: center;"><i>“The significant issue, theme, concept or problem that we will examine in this unit is...”</i></p>		
<b>Understanding Goals</b> <ul style="list-style-type: none"> <li>• Focus on a few <i>key understandings</i></li> <li>• Are <i>clear, explicit, and shared</i></li> <li>• Capture <i>dimensions of disciplinary understanding</i></li> <li>• Address <i>learning challenges</i></li> </ul> <p><i>“The <u>few most important</u> ideas, concepts, approaches, etc that my students will understand in this unit are...”</i></p>		
<b>Understanding Goals for college readiness</b>	<b>Understanding Goals for discipline or field A ...</b>	<b>Understanding Goals for discipline or field B...</b>
<p><i>Do my understanding goals address one or more of the following?</i></p> <ul style="list-style-type: none"> <li>• <i>cognitive strategies</i></li> <li>• <i>academic knowledge/skill</i></li> <li>• <i>academic behavior</i></li> <li>• <i>college culture</i></li> </ul>	<p><i>Do my understanding goals address one or more of the following?</i></p> <ul style="list-style-type: none"> <li>• <i>disciplinary concepts, findings, examples.</i></li> <li>• <i>disciplinary methods, tools, approaches</i></li> <li>• <i>purposes and applications of the discipline</i></li> <li>• <i>forms of communication of the discipline</i></li> </ul>	<p><i>Do my understanding goals address one or more of the following?</i></p> <ul style="list-style-type: none"> <li>• <i>disciplinary concepts, findings, examples.</i></li> <li>• <i>disciplinary methods, tools, approaches</i></li> <li>• <i>purposes and applications of the discipline</i></li> <li>• <i>forms of communication of the discipline</i></li> </ul>
<b>Performances of Understanding</b> <i>What will students do to use concepts in my understanding- goals in new ways?</i> <ul style="list-style-type: none"> <li>• Aimed at <i>targeted</i> concepts, methods, and skills</li> <li>• Requires <i>thinking</i> with and about novel content</li> <li>• <i>Builds and integrates</i> understanding</li> </ul>	<b>Ongoing Assessment</b> <i>How will I give students informative feedback on their performance of understanding? What criteria will we use to assess the understanding of our stated goals?</i> <ul style="list-style-type: none"> <li>• Targets <i>understanding goals</i></li> <li>• Based on <i>explicit criteria</i></li> <li>• Assessed by <i>self, peer, and teacher</i></li> <li>• Offers <i>informative feedback</i></li> </ul>	