Evaluative Checklist for a Rigorous Unit

You know your unit is rigorous when . . .

You have created learning goals that
- ☐ Map a pathway toward rigorously meeting or exceeding the standard.
- ☐ Specifically outline what students must know and be able to do.
- ☐ Contain a mastery threshold.

You have designed a summative assessment that
- ☐ Makes thinking visible.
- ☐ Asks students to demonstrate what they are learning by solving interesting problems.

You have chosen rigorous learning material that
- ☐ Has implicit meaning, ambiguity, layers, or complexity.
- ☐ Asks students to make meaning for themselves.
- ☐ Creates a space between what students know and can do and what they must know and do.
- ☐ Provides support to help students cross the distance between what they know already and what they must learn.
- ☐ Is within but at the outer edge of students' ability to comprehend on their own.

You have selected rigorous instructional strategies that
- ☐ Challenge students to use what they are learning in a meaningful way.
- ☐ Build students' capacity for rigor from acquisition through adaptation.
- ☐ Help students make connections between what they are doing and the learning goals.
- ☐ Allow your students to take responsibility for the work.
- ☐ Allow you to spend the majority of your time coaching, facilitating, conferencing, and leading learning.
- ☐ Allow students to work in a variety of formats best suited for the type of learning that they are engaged in.
- ☐ Challenge students' misconceptions and help students resist rigid thinking.
- ☐ Help students build their capacity for rigorous thinking, tolerate uncertainty, and work their way through the messiness of learning.
- ☐ Build knowledge into thinking skills into thinking processes into habits of mind.

You have communicated the learning objectives in a way that
- ☐ Allows you and your students to regularly discuss and reflect on the learning goals.
- ☐ Helps your students be able to explain why they are doing what they are doing.