

## Formative Assessment Rubric for “Understanding” UbD Framework

Criteria	Low	Medium	Mastery
<b>The 3 Stages</b>	The teacher / product does not confidently articulate the logic inherent in the 3 UbD stages and their related components.	The teacher / product articulates reasonably well how any component of the 3 UbD stages contributes to developing students' understanding and ability to transfer new learning to novel situations.	The teacher / product clearly articulates how any component of the 3 UbD stages contributes to developing students' understanding and ability to transfer new learning to novel situations.
<b>Understanding (vs. knowledge)</b>	The teacher / product demonstrates an understanding (in only one of the 6 facets) of how understanding a topic differs from knowing about it.	The teacher / product demonstrates an understanding (in more than one of the 6 facets) of how understanding a topic differs from knowing about it.	The teacher / product demonstrates understanding (in more than three of the 6 facets) of how understanding a topic differs from knowing about it.
<b>Transfer (vs. skills)</b>	The teacher / product does not confidently differentiate the ability to apply or transfer new learning in novel situations from merely completing a routine or memorized skill.	The teacher / product can describe how the ability to apply or transfer new learning in novel situations is starkly different than completing a routine or memorized skill.	The teacher / product articulates in detail how the ability to apply or transfer new learning in novel situations is starkly different than completing a routine or memorized skill.
<b>Performance Tasks (GRASPS)</b>	The teacher / product describes a performance task but it does not include all GRASPS elements.	The teacher / product describes a performance task that includes all GRASPS elements but may be more “schoolwork” than “real world.”	The teacher / product describes a performance task that includes all GRASPS elements and represents an authentic experience that reflects those regularly confronted by experts in the field.
<b>Learning Plan (WHERE TO)</b>	The Learning Plan outline lists some, but not all, of the WHERE TO elements.	The Learning Plan outline lists at least one activity for each acronym.	The Learning Plan outline lists at least one activity for each acronym. Those for H, W and R are particularly well thought out.