

The Model Curriculum for PA School Library Programs: Grade Band 3-5
Stage 2 Assessment Evidence:
Suggestions for Developing Performance Tasks for Specific Student Competencies

This section includes:

- Student competencies for which there are no Performance Tasks, Rubrics or Learning Plans
- Suggestions for developing written, oral or visual performance tasks for these competencies
- Other sources of Assessment Evidence

From these suggestions, you can develop performance tasks.

Big Idea: Effective readers use appropriate strategies to construct meaning.

Library Information Concept: Determining Author's Point of View (Perspective) (Grades 3-5)

Stage 1: Desired Results

Established Goals (English Language Arts Standard):

- CC.1.2.3.D** Explain the point of view of the author,
- CC.1.2.4.D** Compare and contrast an event or topic told from two different points of view
- CC.1.2.5.D** Analyze multiple accounts of the same event or topic, noting similarities differences in the point of view they represent ...

Understandings (*Students will understand that...*):
Effective readers use appropriate strategies to construct meaning.

Competencies (*Students will know/be able to*):
Identify information about author to explain point of view.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Letter, blog, log, essay, diary entry, editorial, newspaper or magazine article

Oral: speech, debate, discussion, podcast

Visual: flowchart, digital poster, Venn diagram, vodcast

Sources of Assessment Evidence:

- Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- Written responses to academic prompts (short-answer format)
- Extended written products (e.g., essays, lab reports)
- Long-term, authentic assessment projects (e.g., senior exhibit)
- Portfolios – collections of student work over time
- Reflective journals or logs
- Informal, ongoing observations of students
- Formal observations of students using observable indicators on criteria list
- Student self-assessments
- Peer reviews and peer response groups

Other: _____

McTighe, Jay and Wiggins, Grant. *Understanding by Design: Professional Development Workbook*. Alexandria: ASCD, 2004. Print.

Big Idea: Effective readers use appropriate strategies to construct meaning.

Library Information Concept: Identifying Text Features (Grade 3)

Stage 1: Desired Results

Established Goals (English Language Arts Standard):

CC.1.2.3.E Use text features and search tools to locate and interpret information.

Understandings (*Students will understand that...*):

Effective readers use appropriate strategies to construct meaning.

Competencies (*Students will know/be able to*):

Use text features and search tools to locate and interpret information in print and digital sources.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Research paper, essay, newspaper article, blog

Oral: Interview, speech, book discussion group, podcast

Visual: Poster, display, collage, brochure

Sources of Assessment Evidence:

- Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- Written responses to academic prompts (short-answer format)
- Extended written products (e.g., essays, lab reports)
- Long-term, authentic assessment projects (e.g., senior exhibit)
- Portfolios – collections of student work over time
- Reflective journals or logs
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Other: _____

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Big Idea: Effective readers use appropriate strategies to construct meaning.

Library Information Concept: Evaluating Arguments (Grade 5)

Stage 1: Desired Results

Established Goals (English Language Arts Standard):

CC.1.2.5.H Determine how an author supports particular points in a text through reasons and evidence.

Understandings (*Students will understand that...*):
Effective readers use appropriate strategies to construct meaning.

Competencies (*Students will know/be able to*):
Explain how author uses reason and evidence to support particular points.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Essay, book report, memo, newspaper article

Oral: Debate, speech, conversation, discussion

Visual: Flowchart, game, diagram, poster

Sources of Assessment Evidence:

- Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- Written responses to academic prompts (short-answer format)
- Extended written products (e.g., essays, lab reports)
- Long-term, authentic assessment projects (e.g., senior exhibit)
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Big Idea: Effective readers use appropriate strategies to construct meaning.

Library Information Concept: Evaluating Arguments (Grade 4)

Stage 1: Desired Results

Established Goals (English Language Arts Standard):

CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.

Understandings (*Students will understand that...*):
Effective readers use appropriate strategies to construct meaning.

Competencies (*Students will know/be able to*):
Identify evidence that author uses to support a particular point.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Essay, memo, editorial, newspaper article

Oral: Discussion, skit, debate, mock trial

Visual: Advertisement, poster, Venn diagram

Sources of Assessment Evidence:

- Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- Written responses to academic prompts (short-answer format)
- Extended written products (e.g., essays, lab reports)
- Long-term, authentic assessment projects (e.g., senior exhibit)
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Big Idea: Effective readers use appropriate strategies to construct meaning.

Library Information concept: Evaluating Arguments (Grade 3)

Stage 1: Desired Results

Established Goals (English Language Arts Standard):

CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.

Understandings (*Students will understand that...*):
Effective readers use appropriate strategies to construct meaning.

Competencies (*Students will know/be able to*):
Identify text that supports author's points

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Brochure, crossword puzzle,

Oral: Dramatization, debate, discussion

Visual: Advertisement, storyboard, Venn diagram

Sources of Assessment Evidence:

- Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- Written responses to academic prompts (short-answer format)
- Extended written products (e.g., essays, lab reports)
- Long-term, authentic assessment projects (e.g., senior exhibit)
- Portfolios – collections of student work over time
- Reflective journals or logs
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Big Idea: Effective readers use appropriate strategies to construct meaning.

Library Information Concept: Selecting Informational Texts & Literary Nonfiction (Grade 3-5)

Stage 1: Desired Results

Established Goals (English Language Arts Standards):

CC.1.2.3-5.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Understandings (*Students will understand that...*):
Effective readers use appropriate strategies to construct meaning.

Competencies (*Students will know/be able to*):
Independently use library index to locate nonfiction and informational texts. (3)
Independently use various print and digital reference sources. (4-5)

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Performance Task: Selecting a Notable Pennsylvanian for Inclusion in the Pennsylvania Wax Museum

As the curator of a proposed Pennsylvania Wax Museum, based on the Hall of Presidents and First Ladies in Gettysburg <http://www.gettysburgbattlefieldtours.com/gettysburg-tours/museum-hall-of-presidents-first-ladies/>, your task is to nominate a notable Pennsylvanian to be represented in the museum to its Board of Directors. You'll select a notable Pennsylvanian you believe deserves nomination—either a historical or a contemporary man or woman--from one of the following categories: inventor/scientist, athlete, musician, entertainer, artist, entrepreneur or elected official.

After consulting authoritative print and digital sources in your library, you should select your nominee and prepare a list of reasons why your nominee should be included in the museum. You should cite all the sources in which you found your information and explain how you arrived at your decision.

Performance Task Rubric: Selecting a Notable Pennsylvanian for Inclusion in the Wax Museum

English Language Arts Standard, Grades 3-5

Big Idea: Effective readers use appropriate strategies to construct meaning.
Library Information Concept: Selecting Informational Texts & Literary Nonfiction

Criteria for Success

Levels of Achievement	Selecting & Citing Informational Texts & Literary Nonfiction	Preparing Reasons for Nomination
3 Proficient	<ul style="list-style-type: none"> ▪ Uses library catalog and indexes to locate multiple appropriate texts in diverse media formats that are current and authoritative on topic. ▪ Cites all sources used in correct format. 	Includes multiple specific and understandable reasons supported by research for choice of a notable nominee.
2 Developing	<ul style="list-style-type: none"> ▪ Uses library catalog and indexes to locate a few texts some of which are not current or authoritative on topic. ▪ Uses several different media formats. ▪ Cites most sources used in correct format. 	Includes several general reasons that are not clearly supported by research for choice and/or nominates a person who is obscure rather than notable.
1 Needs Improving	<ul style="list-style-type: none"> ▪ Doesn't use library catalog and indexes to locate appropriate texts that are current and authoritative on topic. ▪ Uses sources in only one media format. ▪ Cites sources incorrectly and/or doesn't cite sources. 	Includes only a few general or vague reasons that are not supported by research and/or chooses a person who is not notable and/or is not a Pennsylvanian.

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Library Information Concept: Evaluating Sources (See Also Effective Research Big Idea) (Grade 4)

Stage 1: Desired Results

Established Goals (English Language Arts & Business, Computer & Information Technology Standards):

CC1.4.4.I Provide reasons that are supported by facts and details.

15.3.5.E Distinguish between age appropriate & inappropriate print & electronic resources used for introductory research

15.4.5.L Discuss the characteristics of a credible website.

Understandings (Students will understand that...):

Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Competencies (Students will know/be able to):

Identify facts and details that support reasons.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Lab report, field guide, newspaper or magazine article, editorial, blog

Oral: Debate, discussion, mock trial, podcast

Visual: Display, drawing, digital poster, website, vodcast

Sources of Assessment Evidence:

- Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- Written responses to academic prompts (short-answer format)
- Extended written products (e.g., essays, lab reports)
- Long-term, authentic assessment projects (e.g., senior exhibit)
- Portfolios – collections of student work over time
- Reflective journals or logs
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Other: _____

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Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Library Information Concept: Evaluating Sources (See Also Effective Research Big Idea) (Grade 3)

Stage 1: Desired Results

Established Goals (English Language Arts & Business, Computer & Information Technology Standards):

CC1.4.3.I Support an opinion with reasons.

15.3.5.E Distinguish between age appropriate & inappropriate print & electronic resources used for introductory research

15.4.5.L Discuss the characteristics of a credible website.

Understandings (Students will understand that...):

Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Competencies (Students will know/be able to):

Support opinion with detailed reasons.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Lab report, field guide, newspaper or magazine article, editorial, blog

Oral: Debate, discussion, mock trial, podcast

Visual: Display, drawing, digital poster, website, vodcast

Sources of Assessment Evidence:

- Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- Written responses to academic prompts (short-answer format)
- Extended written products (e.g., essays, lab reports)
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Other: _____

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Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Library Information Concept: Identifying Main Ideas (Grade 5)

Stage 1: Desired Results

Established Goals (English Language Arts Standard):

CC.1.5.5.B Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Understandings (*Students will understand that...*):

Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Competencies (*Students will know/be able to*):

Capture main points from text read aloud or presented orally or in other media formats. State information in concise form and in own words.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Journal, essay, blog, editorial, log, brochure

Oral: Speech, debate, discussion, podcast, readers theater

Visual: Drawing, data display, digital poster, vodcast

Sources of Assessment Evidence:

- Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- Written responses to academic prompts (short-answer format)
- Extended written products (e.g., essays, lab reports)
- Long-term, authentic assessment projects (e.g., senior exhibit)
- Portfolios – collections of student work over time
- Reflective journals or logs
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- Formal observations of students using observable indicators on criteria list
- Student self-assessments
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Other: _____

McTighe, Jay and Wiggins, Grant. *Understanding by Design: Professional Development Workbook*. Alexandria: ASCD, 2004. Print.

Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.	
Library Information Concept: Identifying Main Ideas (Grade 4)	
Stage 1: Desired Results	
Established Goals (English Language Arts Standard): CC.1.5.4.B Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
Understandings (<i>Students will understand that...</i>): Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.	Competencies (<i>Students will know/be able to</i>): Restate part of text read aloud or presented orally or in other media formats. Use own words when restating.
What understandings/competencies will be assessed through this task?	
Stage 2: Assessment Evidence	
<p>Possible Products and Performances:</p> <p>Written: Journal, essay, blog, brochure, editorial</p> <p>Oral: Speech, debate, discussion, podcast, readers theater</p> <p>Visual: Drawing, digital poster, vodcast</p>	<p>Sources of Assessment Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Selected-response-format (e.g. multiple choice, true-false) quizzes and tests <input type="checkbox"/> Written responses to academic prompts (short-answer format) <input type="checkbox"/> Extended written products (e.g., essays, lab reports) <input type="checkbox"/> Long-term, authentic assessment projects (e.g., senior exhibit) <input type="checkbox"/> Portfolios – collections of student work over time <input type="checkbox"/> Reflective journals or logs <input type="checkbox"/> Informal, ongoing observations of students <input type="checkbox"/> Formal observations of students using observable indicators on criteria list <input type="checkbox"/> Student self-assessments <input type="checkbox"/> Peer reviews and peer response groups <p>Other: _____</p> <p style="font-size: small; margin-top: 20px;">McTighe, Jay and Wiggins, Grant. <i>Understanding by Design: Professional Development Workbook</i>. Alexandria: ASCD, 2004. Print.</p>

Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.	
Library Information Concept: Identifying Main Ideas (Grade 3)	
Stage 1: Desired Results	
Established Goals (English Language Arts Standard): CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or info presented in diverse media formats, including visually, quantitatively, and orally.	
Understandings (<i>Students will understand that...</i>): Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.	Competencies (<i>Students will know/be able to</i>): Identify main ideas and supporting details of text read aloud or presented orally or in other media formats.
What understandings/competencies will be assessed through this task?	
Stage 2: Assessment Evidence	
Possible Products and Performances: Written: Journal, diary entry, blog, essay Oral: Speech, debate, readers theater, discussion, podcast Visual: Drawing, infographic, digital poster, vodcast	Sources of Assessment Evidence: <input type="checkbox"/> Selected-response-format (e.g. multiple choice, true-false) quizzes and tests <input type="checkbox"/> Written responses to academic prompts (short-answer format) <input type="checkbox"/> Extended written products (e.g., essays, lab reports) <input type="checkbox"/> Long-term, authentic assessment projects (e.g., senior exhibit) <input type="checkbox"/> Portfolios – collections of student work over time <input type="checkbox"/> Reflective journals or logs <input type="checkbox"/> Informal, ongoing observations of students <input type="checkbox"/> Formal observations of students using observable indicators on criteria list <input type="checkbox"/> Student self-assessments <input type="checkbox"/> Peer reviews and peer response groups Other: _____ <small>McTighe, Jay and Wiggins, Grant. <i>Understanding by Design: Professional Development Workbook</i>. Alexandria: ASCD, 2004. Print.</small>

Big Idea: Effective speakers prepare and communicate messages to address the audience and purpose.

Library Information Concept: Preparing Multimedia Presentations (Grade 3)

Stage 1: Desired Results

Established Goals (English Language Arts Standard):

CC.1.5.3.F Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays...

Understandings (Students will understand that...):

Effective speakers prepare and communicate messages to address the audience and purpose.

Competencies (Students will know/be able to):

Record stories or poems aloud to demonstrate reading fluently and at an understandable pace.
Record stories or poems in engaging manner. Add drawing or other visual display to recording to emphasize or enhance facts or details.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Story, play, blog

Oral: Audiotape, podcast, storytelling, poem, readers theater

Visual: Collage, PowerPoint or Prezi presentation, scrapbook, vodcast

Sources of Assessment Evidence:

- Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- Written responses to academic prompts (short-answer format)
- Extended written products (e.g., essays, lab reports)
- Long-term, authentic assessment projects (e.g., senior exhibit)
- Portfolios – collections of student work over time
- Reflective journals or logs
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- Formal observations of students using observable indicators on criteria list
- Student self-assessments
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Other: _____

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Big Idea: Effective research requires the use of varied resources to gain or expand knowledge.

Library Information Concept: Research Process: Evaluating Sources (See Also Critical Thinkers Big Idea) (Grades 3-5)

Stage 1: Desired Results

Established Goals (English Language Arts Standard):

CC.1.4.3-5.W Recall information from experiences or gather, take notes on sources, and categorize...

Understandings (*Students will understand that...*):
Effective research requires the use of varied resources to gain or expand knowledge.

Competencies (*Students will know/be able to*):
Use literacy strategies to determine readability of source (e.g., five-finger rule for vocabulary). Make conclusions about information in sources.

What understandings/competencies will be assessed through this task?

Students will critically evaluate sources based on established criteria.

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Research report, essay, newspaper article, blog

Oral: Speech, interview, discussion, debate, podcast

Visual: Flowchart, graph, Venn diagram, digital poster, vodcast, website

Sources of Assessment Evidence:

- Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- Written responses to academic prompts (short-answer format)
- Extended written products (e.g., essays, lab reports)
- Long-term, authentic assessment projects (e.g., senior exhibit)
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Big Idea: Effective research requires the use of varied resources to gain or expand knowledge.

Library Information Concept: Research Process: Note-taking Strategies and Presenting Research Findings (Grade 3)

Stage 1: Desired Results

Established Goals (English Language Arts, Business Computer Information Technology Standards):

CC.1.4.3.W Recall information from experiences of gather, take notes on sources, and categorize...

15.3.E Distinguish between age appropriate and inappropriate print and electronic resources used for introductory research.

15.3.I Demonstrate note-taking and questioning skills.

Understandings (Students will understand that...):

Effective research requires the use of varied resources to gain or expand knowledge.

Competencies (Students will know/be able to):

Recall information from past experiences. Gather information from sources, including both print and digital. Use information to answer questions. Write answer(s) to question(s) in note-taking format. Organize information by sorting it into provided categories.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Research report, essay, newspaper article

Oral: Speech, interview, debate, discussion

Visual: Flowchart, digital poster

Sources of Assessment Evidence:

- Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- Written responses to academic prompts (short-answer format)
- Extended written products (e.g., essays, lab reports)
- Long-term, authentic assessment projects (e.g., senior exhibit)
- Portfolios – collections of student work over time
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Other: _____

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Big Idea: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.	
Library Information Concept: Producing and Publishing with Technology (Grade 3)	
Stage 1: Desired Results	
Established Goals (English Language Arts Standard): CC.1.4.3.U With some guidance and support, use technology to produce writing as well as to interact and collaborate with others	
Understandings (<i>Students will understand that...</i>): Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.	Competencies (<i>Students will know/be able to</i>): With guidance and support, use technology and keyboarding skills to produce and publish writing and to interact and collaborate with others.
What understandings/competencies will be assessed through this task?	
Stage 2: Assessment Evidence	
Possible Products and Performances: Written: Blog, newspaper article, journal Oral: Dramatization, song, speech, demonstration, podcast Visual: Vodcast, storyboard, digital poster	Sources of Assessment Evidence: <input type="checkbox"/> Selected-response-format (e.g. multiple choice, true-false) quizzes and tests <input type="checkbox"/> Written responses to academic prompts (short-answer format) <input type="checkbox"/> Extended written products (e.g., essays, lab reports) <input type="checkbox"/> Long-term, authentic assessment projects (e.g., senior exhibit) <input type="checkbox"/> Portfolios – collections of student work over time <input type="checkbox"/> Reflective journals or logs <input type="checkbox"/> Informal, ongoing observations of students <input type="checkbox"/> Formal observations of students using observable indicators on criteria list <input type="checkbox"/> Student self-assessments <input type="checkbox"/> Peer reviews and peer response groups Other: _____ <small>McTighe, Jay and Wiggins, Grant. <i>Understanding by Design: Professional Development Workbook</i>. Alexandria: ASCD, 2004. Print.</small>