

# Readiness Pre-Assessment Tool and Instructions

**Name of Instructional Unit:** [Type here]

**Grade Level:** [Type here]

**Content Area:** [Type here]

| Goals of the Instructional Unit |
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| **Understanding Goals:** *Students will understand that…* |
| * U1: [Type here] <add content standard reference> |
| * U2: [Type here] <add content standard reference> |
| * U3: [Type here] <add content standard reference> |
| * [add or remove rows as necessary] |
| **Knowledge Goals:** *Students will know…* |
| * K1: [Type here] <add content standard reference> |
| * K2: [Type here] <add content standard reference> |
| * K3: [Type here] <add content standard reference> |
| * [add or remove rows as necessary] |
| **Skill Goals**: *Students will be skilled at…* |
| * S1: [Type here] <add content standard reference> |
| * S2: [Type here] <add content standard reference> |
| * S3: [Type here] <add content standard reference> |
| * [add or remove rows as necessary] |
| **Pre-Requisite Questions and Predict Instructional Implications**   1. [Type here] Instructional Implications:[Type here] 2. [Type here] Instructional Implications: [Type here] 3. [Type here] Instructional Implications: [Type here]   4. [add or remove rows as necessary] Instructional Implications: [Type here] |

## Instructions

#### Goals of the Instructional Unit

* This section of the pre-assessment tool is intentionally aligned with Grant Wiggins & Jay McTighe’s *Understanding by Design* framework for designing instructional units. Resources to learn more:
* 10-minute [Youtube video](https://youtu.be/4isSHf3SBuQ) by Grant Wiggins
* [Introductory Chapter of Understanding by Design](https://www.ascd.org/ASCD/pdf/books/mctighe2004_intro.pdf)
* [Overview of Understanding by Design](https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/)
* [Jay McTighe’s Website Resources Page](https://jaymctighe.com/resources/)
* Remember that the purpose of learning is transfer of knowledge. The purpose of starting with the goals of the instructional unit is to identify the transfer goals we have for students and then use those identified learning targets to write pre-assessment questions that have predictable instructional implications.

**Understanding Goals:** These are the important conceptual understandings (enduring understandings) that students will retain after the unit of instruction. Each statement starts with the sentence stem: Students will understand that…[fill in the blank with the important conceptual understanding].

**Knowledge Goals:** The knowledge goals specify any factual, procedural, or other important knowledge components that are indispensable to and pre-requisites for a student to be able to demonstrate the understanding goals. Each statement starts with the sentence stem: Students will know that…[fill in the blank with the important knowledge].

**Skill Goals:** The skills goals specify the skills students need to access in order to demonstrate the understanding goals. Each statement starts with the sentence stem: Students will be skilled at…[fill in the blank with the important skills].

#### Pre-Requisite Activities and Questions

* What pre-requisite knowledge, skills or understandings are crucial to accessing the concepts presented in the unit of instruction? You can look back at the prior grade level standards as well as brainstorm the types of procedural or conceptual understanding(s) that must be secure prior to additional instruction.

#### Predict Instructional Implications

The pre-requisite questions or activities should have predictable instructional implications such that you already have an idea of how you will re-teach or instruct students to make sure they have the necessary precursor concepts.