

Use this framework to guide the **evaluation** of IDM lessons.

Evaluating an Inquiry Design Model (IDM) Lesson		
Compelling Question	<ul style="list-style-type: none"> <input type="checkbox"/> RELEVANT: Is the compelling question relevant and kid friendly? Would kids care about the question? Can students easily remember the question? <input type="checkbox"/> RIGOROUS: Is the compelling question rigorous and intellectually meaty? Does it reflect an enduring issue, concern, or debate in the field? <input type="checkbox"/> Will the compelling question allow for meaningful exploration of an idea? <input type="checkbox"/> Will the compelling question result in students building an extended summative argument? 	
Standards and Practices	<ul style="list-style-type: none"> <input type="checkbox"/> Is the curriculum focus appropriate? Does it align with the GSE? Does the compelling question reflect a connecting theme/enduring understanding for the course? <input type="checkbox"/> Is there a manageable number of standards/skills addressed? <input type="checkbox"/> Are there opportunities for integration with other subject areas? 	
Staging the Question	<ul style="list-style-type: none"> <input type="checkbox"/> Does the task pique student’s interest and leave them wanting to know more about the compelling question/topic? <input type="checkbox"/> Is the task brief enough such that it doesn’t bore students or give them too much information? (this isn’t supposed to be an instructional task) 	
Supporting Questions		
<ul style="list-style-type: none"> <input type="checkbox"/> Are there 3 or 4 supporting questions? <input type="checkbox"/> Is the question sequence logical? Do the supporting questions build in complexity from one to the next? <input type="checkbox"/> Do all or most of the supporting questions align with content standards? <input type="checkbox"/> Do all the supporting questions help students answer the compelling question? 		
Formative Performance Tasks		
<ul style="list-style-type: none"> <input type="checkbox"/> Do the formative tasks help students answer the supporting questions? <input type="checkbox"/> Does the rigor of tasks increase as you progress through the supporting questions? <input type="checkbox"/> As a whole, do the formative tasks align with each other and work together to put students in the position to pose an argument in the summative performance task? Will they have attained the knowledge and skills they need to make the argument? 		
Featured Sources		
<ul style="list-style-type: none"> <input type="checkbox"/> Will the selected sources build students understanding of the supporting question? <input type="checkbox"/> Do the sources provide enough evidence to complete the formative tasks? <input type="checkbox"/> Do the sources support the knowledge and skills needed for the summative performance task? <input type="checkbox"/> Are there too few/too many sources? <input type="checkbox"/> Do you have a balance of primary and secondary sources? <input type="checkbox"/> Make sure to vet and cite your sources. <input type="checkbox"/> Do any of the sources need to be adapted for student accessibility? i.e. excerpt (use a portion), modify (change vocab, define terms), annotate (add info) 		
Summative Performance Task	Argument	Consider some different ways students could answer to the compelling question: <ul style="list-style-type: none"> <input type="checkbox"/> Are there multiple possible argument stems (allowing for student voice)? <input type="checkbox"/> Do the argument and action stems in the summative task align with and answer the compelling question?
	Extension	<ul style="list-style-type: none"> <input type="checkbox"/> Does this task include opportunities for students to extend their understanding and/or to express that understanding in creative ways?
Taking Informed Action	<ul style="list-style-type: none"> <input type="checkbox"/> Does this task help students understand the real-world issue they are addressing? <input type="checkbox"/> Does this task allow students to assess the real-world issue they are addressing? <input type="checkbox"/> Does this task have students take informed action on the real-world issue they are addressing? 	

updated 8/24/2017