Curriculum-Framing Questions Rubric

Use this rubric as you create and modify your Curriculum-Framing Questions throughout your unit development process.

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| **4** | **3** | **2** | **1** |
| **Essential Question (EQ) generates critical thinking.** | | | |
| My EQ is a thought-provoking question that crosses subject areas or topics within subject areas. | My EQ addresses a broad idea that crosses subject areas or topics within subject areas. | My EQ addresses the concepts of my unit rather than a big idea. | My EQ addresses the content of my unit. |
| **Unit Questions (UQs) support learning goals.** | | | |
| My UQs are open-ended, clearly aligned with objectives, and require students to use higher-order thinking to develop conceptual understanding related to my unit. | My UQs are open-ended, aligned with objectives, and ask students to use higher-order thinking to develop conceptual understanding related to my unit. | My UQs are open-ended but are not clearly connected to objectives, higher-order thinking, or concepts specific to my unit. | My UQs have pre-determined answers or are too broad for my unit to focus understanding. |

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| **Content Questions (CQs) address important factual knowledge.** | | | |
| My CQs focus on key concepts to build factual knowledge. They have narrow and defined answers. | My CQs build factual knowledge and have narrow and defined answers. | Some of my CQs address factual understanding. | My CQs do not build factual understanding. |

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| **Curriculum-Framing Questions (CFQs) connect to each other.** | | | |
| My CFQs require students to use information from CQs to thoroughly answer UQs and think critically and creatively about the EQ. | My CFQs ask students to use information from CQs to answer UQs and think critically about the EQ. | My CFQs sometimes ask students to use information from CQs to answer UQs or to think about the EQ. | My CFQs rarely ask students to use information from CQs or to answer UQs or think about the EQ. |