

Evaluating Big6™ Units



___ First, are you using the terminology with the students (Task Definition, Information Seeking Strategies, etc.) as you take them through the process?

___ Do your students know that they are using a *process* to find and use information when they are “doing” Big6 units, and this process can be used any time they need information for a task or problem?

Task Definition

1.1 ___ Is the task engaging? ___ Will students want to study the content?

___ Is the task developmentally appropriate?

___ What about the task is higher-level?

1.2 ___ Do students have an opportunity to construct what they want to know, or think they need to know about the topic?

___ Are these written in question format?

___ Is the task closely tied to the state curriculum standards?

___ Does it reflect the higher-level thinking of the standards?

Information Seeking Strategies

Are the resources:

___ developmentally appropriate?

___ readily available and easy to access?

___ accessible to students who may not read on grade level? Who is able to help them?

___ Are you using a variety of resources?

___ Are students using a combination of electronic and print resources as appropriate?

___ Which online sources (subscription-based and free Web) will your class use to complete the project?

___ Which primary source documents are students using?

Location & Access

3.1 ___ Are you teaching the students how to locate the resources?

3.2 ___ How are students accessing information within the materials? How do you know they will succeed at this?

Use of Information

- 4.1 ___ How do you know students will be able to access the section of the resource in which the information appears?
- 4.2 ___ Are you teaching students how to take notes?
___ What type of note taking organizer are students using?
___ How are students evaluating sites off the free Web, or are you giving them the sites they are to use? ___ Are you evaluating sites off the free Web that the students will use?

Synthesis

- 5.1 ___ How are students organizing information from a variety of sources?
- 5.2 ___ How are students showing evidence of higher-level thinking in the creation of the final product?
___ Are students learning transferable skills (technology, composition, production, performance, presentation) in the creation of their final product?
___ How are students giving credit to the sources they used?

Evaluation

- ___ Do students have an informal written self-evaluation of their efforts?
___ Do students have a set of pre-determined criteria to judge their efforts in a more formal way (such as a rubric, scoring guide, or checklist)? This is the instrument you will use to give them their grade(s). This instrument will usually be given during the Task Definition phase of the assignment.

After unit has been completed:

How successful was this Big6 unit?

How successful was the level of student engagement?

How successfully were your learning objectives met?

How successful was your collaboration with the school librarian or classroom teacher in the completion of this project?