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

## Evaluating an Inquiry Design Model (IDM) Lesson

### Compelling Question
- **RELEVANT**: Is the compelling question relevant and kid friendly? Would kids care about the question? Can students easily remember the question?
- **RIGOROUS**: Is the compelling question rigorous and intellectually meaty? Does it reflect an enduring issue, concern, or debate in the field?
- Will the compelling question allow for meaningful exploration of an idea?
- Will the compelling question result in students building an extended summative argument?

### Standards and Practices
- Is the curriculum focus appropriate? Does it align with the GSE? Does the compelling question reflect a connecting theme/enduring understanding for the course?
- Is there a manageable number of standards/skills addressed?
- Are there opportunities for integration with other subject areas?

### Staging the Question
- Does the task pique student’s interest and leave them wanting to know more about the compelling question/topic?
- 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
- Are there 3 or 4 supporting questions?
- Is the question sequence logical? Do the supporting questions build in complexity from one to the next?
- Do all or most of the supporting questions align with content standards?
- Do all the supporting questions help students answer the compelling question?

### Formative Performance Tasks
- Do the formative tasks help students answer the supporting questions?
- Does the rigor of tasks increase as you progress through the supporting questions?
- 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
- Will the selected sources build students understanding of the supporting question?
- Do the sources provide enough evidence to complete the formative tasks?
- Do the sources support the knowledge and skills needed for the summative performance task?
- Are there too few/too many sources?
- Do you have a balance of primary and secondary sources?
- Make sure to vet and cite your sources.
- 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:
  - Are there multiple possible argument stems (allowing for student voice)?
  - Do the argument and action stems in the summative task align with and answer the compelling question?

### Taking Informed Action
- Does this task help students understand the **real-world** issue they are addressing?
- Does this task allow students to assess the **real-world** issue they are addressing?
- Does this task have students take informed action on the **real-world** issue they are addressing?

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