

## Evaluating Big6™ Units



Use this guide as you are developing Big6 units for your curriculum standards or objectives. You may find that some of the items below do not meet the needs of particular objectives, however by checking as many as possible, you will ensure that you are designing an effective and engaging unit of instruction.

\_\_\_ 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 engaging in 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 or information problem engaging? \_\_\_ Will students want to study the content?

\_\_\_ Is the task developmentally appropriate?

\_\_\_ Does the task require students to think on a 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 *before* you tell them what they need to find out about it?

\_\_\_ Are these written in question format for ease of use?

\_\_\_ Is the task closely tied to the state or school's 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?

\_\_\_ accurate, authoritative, and relevant?

\_\_\_ Are students using a variety of resources?

\_\_\_ Are students using a combination of digital and print resources as appropriate?

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

\_\_\_ 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?

(this may be performed in Big6 #4: Task Definition)

\_\_\_ Which primary source materials are students using?

## Location & Access

- 3.1 \_\_\_ Are you teaching or reviewing 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 or reviewing how to take notes? \_\_\_ Cite sources?  
\_\_\_ What type of note taking organizer are students using?

## 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? Will you teach it again?

How successful was the level of student engagement?

How effectively were the learning objectives or standards met?

How successful was your collaboration with the school library media specialist or classroom teacher(s) in the completion of this project?

What do you need to consider or change the next time you teach this unit?