# GSO Portal User’s Guide

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Goal

To provide a dynamic, interactive, online resource that will enhance and support teaching and learning in Georgia with the Georgia Performance Standards as the main focus.

Georgia teachers are committed to meeting the educational needs of their students and increasing student achievement.

GeorgiaStandards.Org provides the resources necessary for teachers to accomplish their goals.

GSO Portal Account

All the above plus:

- Create and manage public or private Groups to provide an online collaborative working space
- Use online technology tools to create instructional plans aligned to the GPS, individually or collaboratively using the template for:
  - Unit Development
  - Assessment Development
  - Teaching Activities
  - Performance Tasks
  - Learning Activities
Georgia Gets National Recognition

The state’s new curriculum, the Georgia Performance Standards, has been rated ...

5th Best State Curriculum

... in the nation by the Thomas B. Fordham Institute. The Fordham Institute released this finding in its report on all state curricula entitled “The State of State Standards.” The report gave Georgia’s curriculum an overall grade of B+.

Within the past year, the Thomas B. Fordham Foundation, a Washington, D.C. based education research group, has reviewed Georgia's curriculum standards in English, Math, Science, and World History. The Fordham Foundation has ranked all four curriculum areas with a grade of "B" or higher, with the World History standards receiving an "A."

“Thanks to the leadership of Superintendent Kathy Cox, Georgia is setting a high standard and raising expectations in education by instituting a new, more rigorous curriculum in core subject areas.”

Governor Sonny Perdue

About the Georgia Performance Standards

Under the direction of State Superintendent Kathy Cox, teams of teachers, content experts and academics rewrote Georgia's old curriculum into a set of clear, rigorous standards. The Georgia Performance Standards are being rolled out in phases over several years. Students are now being taught using the new standards in English (all grades), Science (grades 3-7 and 9-12) and Math (grade K-2, and 6-7).

Teachers in grades 6-12 will be trained on the Georgia Performance Standards in World History during the current school year. The new standards will be introduced to grade 6-12 students in 2007-2008.
Within the MyGaDOE workspace, the GSO Portal provides educators with 5 different types of tools to help make the instructional planning process more effective and efficient. These tools include:

1. **Standards Search** - This tool provides educators with the ability to search for standards using a keyword, subject, and grade level approach - or simply browse by content area.

2. **Resource Search** - This tool provides the ability to search for a wide variety of web-based educational resources that are aligned to the GPS, using the same criteria used with standard searches.

3. **Manage Groups** - This tool provides the capability to create an online group within the MyGaDOE workspace where educators can work collaboratively to create a variety of instructional plans. The Manage Group tool allows the group administrator to define the nature and focus of the group activity and define whether the group is a Public or Private Group.

4. **Group Search** - This tool allows educators to quickly search for groups that may be of professional interest. The defining characteristics of each group are displayed during the search. Anyone can join any of the Public Groups listed by simply clicking on the “Join” link. The Administrator of a Private Group is the only person who can admit members into a Private Group.

5. **Unit Builder** - This multi-functional tool set provides a number of templates that help Georgia educators build a variety of instructional plans that are directly aligned with the Georgia Performance Standards.
The GSO Portal & Workspace

The GSO Portal should now be open on your computer screen. Please use the descriptions accompanying each letter below to reference the illustration above.

On the left side, you will see the **Site Navigation Menu**. In this User’s Guide, we will primarily be using the GSO option, which has a number of sub-options that you will see as we progress through the rest of the Guide.

On the main portion of the screen, there are seven portlets that are described below. These portlets may be displayed in different locations from what you see here. In the following pages you will learn how to move the location of these portlets.

- **GSO Unit Builder** - this portlet is where you can use online templates to create a variety of instructional plans. The Unit Builder will be the primary focus of the User’s Guide.
- **MyFavorites** - where you can conveniently store web-links that you frequently use.
- **Calendar** - where you can keep track of your appointments and project dates.
- **Headline News** - an archive of e-newsletters about various GaDOE divisions.
- **Surveys** - where GaDOE posts surveys on various educational topics.
- **GPS Curriculum Map** - providing quick access to the Curriculum Map “models” published by the GaDOE Division of Curriculum and Instruction for currently implemented grades and core subjects.
- **Site News** - where state, RESA, ETTCs, district, and school staff can communicate important information to MyGaDOE users.
Modifying Account Info

After your account is set up, from time-to-time, you may find that you need to modify some of the roles or information about your account. You can modify your account information very easily from the GSO Portal home page.

1. Return to the home page of the GSO portal.
2. On the left, look underneath the navigation menu to locate your name (see arrow in illustration on left).
3. To edit your account information, click on your name.
4. The Edit Profile screen now opens (see illustration below).

Locator Your Name

Edit Personal Information

1. To modify any of the information in the fields displayed on the Edit screen (illustration on right), simply type in the correct information.
2. If this completes the changes you wanted to make, click on the green Update button located in the extreme lower left corner of the window.

Change Password

1. You can also change your password from this same Edit profile screen.
2. Click on the green Change Password button, located below the image/photo icon (see arrow in above illustration).
3. A new window now opens with fields where you can change your password (see illustration on left).
4. Type in the information requested in the three fields shown.
5. When finished, click on the Save Password button (see arrow in illustration on left).
Step 2 - Roles

1. With the Edit profile screen open (previous page), note that the Application and Organizational Roles that you are currently assigned are displayed at the very bottom of the Edit screen (see top arrow in illustration below).

Current Organizational Roles Displayed on Top - Request Roles Button on Bottom

2. To modify any of the roles shown or to add a role, click on the green Request Roles button located at the bottom of the screen (see bottom arrow in illustration above).

3. On the screen that opens (Step 1), click on the yellow Next button located in the lower right corner.

4. You should now be on the Step 2 screen of the Request Provisioning process (see illustration below).

Add Organizational Roles

Change District / School / Organization

1. To change District, click on the District radio button and use the pull-down menu to select the correct district from the menu.

2. To change School, first make sure the correct District is selected, then click on the School radio button and use the pull-down menu to select the correct school from the list.

3. To change Organization, first click the radio button next to Agency and then select the appropriate Agency from the pull-down menu.

4. To change Department or Division, click on the appropriate radio button and then select the appropriate choice from the pull-down menu.

5. If you are finished, click on the yellow Next button, located in the lower right corner. On the next screen (Step 3), click on the yellow Next button. You should now be on Step 4.

6. Click on the yellow Submit button, to submit the changes you have made.
Moving Portlets in MyGaDOE

As you begin to use the MyGaDOE workspace, you may want to change the location of the portlets that you use the most so that they are more convenient for your work habits. You can move the location of these portlets very easily using the steps found below.

1. Let’s start from the home page in the GSO workspace.
2. Take a quick look at the upper-right corner of each portlet displayed here.
3. Please note that each Portlet contains an icon and label - Options.
4. Note the large asterisk that we have placed next to the Options link in two of the portlets in the illustration shown on the right.

5. Click on one of these Option links. You should now see the pop-up menu shown in the illustration to the right.
6. Place your mouse cursor over the Move option.
7. As you can see, a pop-up sub-menu has appeared that includes four options to move the selected portlet - Up, Left, Right and Down (see illustration below).

8. Take a few moments and re-arrange the portlets on your GSO workspace home page, however you would like to.
9. You may find yourself using the GSO Unit Builder Portlet very frequently, so you may want to move it to the upper-left corner, if it is not currently located there.
Adding to My Favorites

1. Before we leave the GSO portlets, let’s take a quick look at a function that you will probably want to use - adding folders and links to the My Favorite Portlet.

2. Below the Navigation Menu on the left of your screen, you will see another small secondary menu below your name, with options for Account Information and Add to Favorites (see illustration on right).

3. Click on the Add to Favorites option.

4. Please note the pop-up window that appears (see illustration on right).

5. Let’s add a new Folder.

6. Over on the right, in the New Folder field, type in - Unit 3 Learning Activities (see illustration below).

7. Click on the yellow Add Favorite button.

8. In the future, this is where you can assemble and create web links and other resources that you may want to use while you work on instructional units with the Unit Builder.

9. Using steps 5-7, now add a second new folder called - Top Picks.

10. Click on the Pencil icon located within the new Top Picks folder that you just created (see asterisk in illustration on right).

11. Within the Title field, type in ... One Stop Shop for GPS.

12. Within the Description field, type in ... GSO web site.

13. Within the Full Link field, type in - www.GeorgiaStandards.Org. (You can also copy a URL from a web browser address field and paste the address into this Full Link field).

14. Within the Folder field, use the pull-down menu and select the Top Picks folder.

15. Click on the Update Favorite button.

16. You have now added 2 new folders in the My Favorite Portal and a web site reference within one of those folders.
Standards Search Within GSO Portal

1. On the home page of the GSO workspace, look for the Navigation Menu on the left-hand side of the screen, beneath the name of your school (see the illustration on right).

2. Select the GSO menu option.

3. In the pop-up menu that appears, you can see the options that provide access to the five GSO tools that were introduced previously.

4. Select the Standards Search option.

5. The GPS Standards Search screen opens (see the illustration below).

GSO - Search Methods

a) This top portion is identical in functionality to the Search function located on the GSO public web site. You can search for Georgia Performance Standards using any combination of criteria including - keyword, subject, or grade. See (a) in the above illustration.

b) In addition, you can also search by browsing a subject area. See (b) in the above illustration.
1. The process of using criteria to search for standards within the GSO Portlet is exactly the same as that used within the GSO public web site. The steps involved in searching are repeated here just in case you didn’t try the Search function earlier. Let’s look at an example of how you can search using Grade and Subject.

2. **Click on the check box** next to 7 in the Grades section (see the illustration on right).

3. Using the **pull-down menu** for Subject, select - Math.

4. **Click on the Search button**.

5. The results of the search are now shown in the right-hand column of your computer screen (see illustration below).

6. Please note that 15 standards have been returned for this search (see arrow in illustration below).
Now let’s take a quick look at the second way to search for standards, by browsing through a subject.

When you first view the Browse Standards Portlet, you will see subject “folders” displayed (see illustration in upper right).

**Search Using Major “Folder”**

1. **Click on the word - Math - next to the “folder.”**
2. The results are now displayed in the right-hand column.
3. As you can see, there are 152 standards associated with Math K-6, not including the sub-folders within it (see the illustration on right).

**Expand “Major Folder”**

1. In the section above, the Math “folder” automatically expanded as you clicked on it to search.
2. If a “folder” is collapsed, you can **click on the + symbol** next any folder to expand it (see arrow in illustration on right).
3. As you can see, there are many sub-folders within the Math “folder.”

**Search Using “Subfolder”**

1. **Click on the Math 1 folder.**
2. The results are now displayed in the column on the right.
3. Note that with the sub-folder we selected, there are 17 associated standards (see illustration on right).
4. As your search criteria becomes more focused, so do the results that stem from your search.
Let’s Dig A Little Deeper ... 

... by searching for instructional plans that are aligned with Georgia Performance Standards. These instructional units, tasks and learning activities have been developed by the Georgia Department of Education to illustrate instructionally sound means of implementing the GPS.

Searching is as easy as … 1, 2, 3

1) Search for the standards for your subject / grade.

2) Select the standard you need instructional plans for.

3) Locate and select the appropriate instructional plan.

There are categories for:
- Units
- Performance Tasks
- Assessment Tools
- Learning Activities
- Teaching Activities
- Aligned Resources

These instructional plans should be viewed as “models” of how the GPS within each subject and grade can be implemented within the classroom. They are not mandatory. School systems and teachers are free to use these models as is, or modify them to better suit specific needs, or not use them at all.

The choice is yours!
Search for Standard First

1. Now let’s search for instructional plans associated with a particular standard.
2. We are going to search for a standard first because standards serve as the foundation upon which Units are built.
3. Return to the home page on the MyGaDOE screen.
4. Look for the Navigation Menu on the left-hand side, beneath the name of your school.
5. Select the GSO menu option.
6. In the pop-up menu that appears, select the Standards Search option (see the illustration in upper right).
7. You should now be looking at the GPS Standards Search screen as shown in the illustration on the right.
8. Click your mouse on the check box next to 6 in the Grades section. See (a) in the illustration.
9. Use the Subject pull-down menu and select - Math. See (b) in the illustration.
10. Click on the Search button. See (c) in the illustration.
11. You should now see the results of the search, with 18 standards being displayed. See the illustration below.

12. For this example, let’s assume that you are interested in finding Units aligned with standard M6A2. Click on the link - M6A2 - highlighted with an arrow in the illustration above. The result is displayed on the next page.
Instructional Components Aligned with Standard

1. You are now looking at all instructional components that are associated with the standard you selected on the previous page. There are five portlets containing different instructional plans. See the illustration and text displayed in the Closer Look section below.

2. After you have read the text in the Closer Look section below, click on the Direct Proportion link in the Unit Development Template Portlet (B). See the arrow in the illustration.

3. The results are displayed on the next page.

Closer Look

The letters below correspond to the letters in the illustration above.

A) The details of the M6A2 standard are displayed along with administrative data related to the standard in the top portlet.

B) The Unit Development Template Portlet displays all Units that are aligned to the selected standard and that have been approved by the Georgia Department of Education. Each Unit contains a number of related instructional plans as sub-sets of the Unit. These sub-sets include Performance Tasks, Assessments, and Teaching / Learning Activities. If these sub-sets were entered as independent instructional plans, they will be displayed in portlets illustrated above in C, D, and E.

C) The Performance Task Portlet displays all approved Performance Tasks that are aligned to the given standard and that have been entered in this template separately from the Unit Development Template.

D) The Assessment Development Tool Portlet displays all approved Assessment tools that have been aligned to the standard and that have been entered in this template separately from the Unit Development Template.

E) The Teaching Activity Portlet displays all Teaching Activities that have been aligned to the standard and that have been entered in this template separately from the Unit Development Template.

For more information on these tools, see the Unit Builder section of this manual.
Unit Aligned With Standard

The result from your selection in item 2 on the previous page should now be displayed on your screen and is represented in the illustration below. This screen displays the Unit Development Template aligned with the standard that you selected - M6A2.
Search for Resources Aligned with Standards

Similar to the process used to search for Georgia Performance Standards, you can also use an option from the GSO sub-menu to search for resources that are aligned with the GPS. You can search by keyword, subject and grade. In addition, the Resources search can also include an additional field - Format (of the media being searched for). This pull-down menu includes popular formats for video, images, audio and web resources.

1. Return to the main page on the MyGaDOE site.

2. Look at the Navigation Menu on the left-hand side, beneath the name of your school.

3. Select the GSO menu option.

4. In the pop-up menu that appears, select the Resource Search option (see highlight box in illustration above).

5. The GSO Resource Search window opens (see illustration on right). It is very similar to the Search Standards window that you saw earlier.

6. You can use the keyword, subject, and grades search criteria just as with the Search Standards window.

7. With Resource Search, you can also use the pull-down menu in the Format field as a search criteria (see illustration below).

8. The results will display resources meeting the criteria you selected.

9. All of the resources in this database are in the process of being aligned to the GPS.
GSO - My Unit Builder
GSO - Unit Builder

In this section you will see how the Unit Builder is used to create new instructional plans.

1. From within the GSO workspace, select the GSO option in the Navigation Menu.
2. From the pop-up sub-menu that appears, select the Unit Builder option.
3. The My Unit Builder screen opens (see illustration below).

The letters in the illustration to the left, correspond to the list below.

a. The Search Standards Portlet – the same functionality as you have seen before.

b. The My Groups Portlet, displays the Groups that you belong to.

c. The My Resources Portlet provides a convenient space to store links to online web resources.

d. The Units Portlet displays any instructional plans that you have begun and SAVED.

e. The Unit Creator - a pull-down menu where you can select one of five different types of instructional templates to create.

YOU MUST SAVE YOUR WORK EVERY 20 MINUTES OR YOU WILL LOSE WORK!

It is a good idea to save your work every 5 - 10 minutes. If no data has been sent (saved) to the server within a 20 minute time period, the Unit Builder automatically times out. If the software times out before you can save your current data, you will lose whatever you entered since the last time you saved. SOLUTION - save frequently.
You can use the Unit Builder to create five different types of instructional plans, each one aligned with the Georgia Performance Standards.

You can use the Create New pull-down menu to create a new:

- Unit Development Template
- Assessment Development Tool
- Teaching Activity
- Performance Task
- Learning Activity

**Unit Development Template**

This tool is used to create a unit aligned to the GPS. A unit contains a “big-picture” version of the instructional material. It allows the author to create a sequence of instruction and learning with or without delineating all the details of the teaching and learning activities. Teaching and Learning Activities, Performance Tasks and Assessments may be added separately later, either by the individual who designed the unit or, with proper attribution, by a different individual.

**Other Development Templates**

The other four templates allow teachers to input and provide greater detail about an existing Unit Development Template, or they can be used completely independent of a Unit Development Template. These tools can be used to create activities / tasks / assessments aligned to the GPS and can, if appropriate, be linked to a Unit Development Template.

**Assessment Development Tool**

This template is used to create assessments aligned to the GPS. Assessments for learning are formative or summative assessments that guide instruction and allow teachers and students to assess progress toward the learning goals in order to adapt the instruction or process to the student’s instructional needs.

**Teaching Activity**

This template is used to create a teaching activity aligned to a GPS. Teaching Activities are teacher-centered or teacher-directed.

**Performance Task**

This template is used to create an assessment that involves the application of knowledge and skills rather than recall and results in tangible projects or observable performances. Some performance tasks may be culminating Performance Tasks, including a rubric.

**Learning Activity**

This template is used to create a learning activity aligned to a GPS. Learning Activities differ from Performance Tasks in that Learning Activities center on the acquisition of knowledge and skill while performance tasks involve the application of knowledge and skills. Learning Activities are student-centered or student-directed activities.
The Choices Are Up To You!

Which Template?

- You can choose to use just one or any combination of instructional templates depending on your needs.
- Within the Unit Development Template you have the option to either include all the details of the unit’s teaching and learning activities, or just include the “big picture” outline.
- You can create a teaching or learning activity, performance task or assessment, without doing a Unit Development Template.

Aligned To Other Components?

- You can use the other four templates independent of the Unit Development Template and align them to standards, but not necessarily to a Unit Development Template.
- Or, you can use any or all of the four templates and link them to a specific Unit Development Template so that your Unit is linked to greater detail, and each of the components becomes searchable by the standard to which it is linked.
- Please note that you CANNOT link Learning Activities, Teaching Activities, Assessments or Performance Tasks to each other - only to a Unit Development Template.

To Publish or Not?

- You can use these templates to create instructional plans for only your own use or within a group. In this case, just fill in the fields that are valuable for your own needs and SAVE your work.
- Or, if you want to submit instructional plans to the DOE, please fill in all required fields in whatever template you are using. Required fields are indicated by the presence of an asterisk in the field. See the next page for details. When all required fields are complete you will be able to click on the Submit button on your template Summary page.
- Whether you submit (publish) your instructional plans or not, the decision is completely up to you.
- The DOE encourages you to submit your instructional plans so they can be shared with other Georgia teachers.

More About Publishing Your Work

Why publish your instructional plans?
Georgia teachers are becoming our best experts on using Georgia Performance Standards in their classrooms. Georgia teachers differentiate instruction, build and implement assessments, and consistently share their best practices with one another. The GSO Unit Builder provides opportunities for teachers to share work aligned with the GPS with teachers all over Georgia - and to be recognized for the outstanding job they are doing.

What happens after I submit an instructional plan for publication?
Submit your instructional plan only when you are ready for it to be reviewed. An e-mail notification lets you know if your instructional plan has been approved for publication or if it is being returned to you for revision. If your instructional plan needs revision, it is returned to your Unit Builder workspace. Please revise the material and resubmit. Upon approval, your instructional plan remains in the “Approved” tab of your Unit Builder workspace.

How is an instructional plan evaluated?
All submitted instructional plans are reviewed by the GSO before publication. The review process centers on assuring that an instructional plan is teacher-friendly, aligned with Georgia Performance Standards and meets professional standards.
### Listing of Required Fields In GSO Technology Tools

The fields in the GSO templates listed below are required - ONLY if you are going to submit your instructional plans to the Department of Education. Otherwise, only use the fields you need.

#### Unit Development Template
- **Introduction**
  - Unit Framework Title
  - Unit Development Template Annotation
  - Subject(s)
  - Topic(s)
  - Grade(s)
  - Approximate Duration of Unit
  - Author
- **Standards**
  - Focus Standard
- **Understanding and Goals**
  - Unit Understandings, Themes, Concepts
  - Primary Learning Goals
- **Balanced Assessment – Assessment(s) for Learning**
  - Assessment Method/Type
  - Assessment Title
  - Descriptions/Directions
- **Balanced Assessment – Performance Task**
  - Unit Performance Task Title
  - Description/Directions
  - Rubric for Performance Task
- **Student Work Sample with Teacher Commentary**
  - All fields are optional
- **Sequence of Instruction and Learning**
  - Sequence of Instruction and Learning
- **Additional Elements** (all fields are optional)

#### Assessment Development Tool
- **Introduction**
  - Unit Development Title (if associated with a Unit)
  - Assessment Development Title
  - Grade(s); Subject(s); Topic(s); Author
- **Standards**
  - Focus Standard
- **Assessment Description, Directions, and Resources**
  - Assessment for Learning Directions/Description
- **Differentiated Instructions** (all fields are optional)

#### Performance Task Tool
- **Introduction**
  - Unit Development Title (if associated with a Unit)
  - Performance Task Title
  - Performance Task Annotation
  - Grade(s), Subjects(s), Topic(s), Author
- **Standards**
  - Focus Standard
- **Student Work Samples** (all fields are optional)
- **Task and Assessment Procedures and Resources**
  - Description and Teacher Directions
  - Rubric Title
  - Rubric Description
  - Rubric – Attachment
- **Materials and Equipment**
  - Materials and Equipment
- **Differentiated for Content, Procedures, Process** (all fields are optional)

#### Teaching Activity Tool
- **Introduction**
  - Unit Development Title (if associated with a Unit)
  - Teaching Activity Title
  - Teaching Activity Annotation
  - Grade(s); Subjects(s); Topic(s); Author
- **Standards**
  - Focus Standard
- **Learning Goals**
  - Essential Questions, Knowledge, and Skills
- **Balanced Assessment for Learning**
  - Assessment Method/Type
  - Assessment Title
  - Descriptions/Directions
- **Student Work Samples** (all fields are optional)
- **Procedures, Directions, and Resources**
  - Type of Step
  - Approximate Duration of Step
  - Describe the Step
- **Materials and Equipment**
- **Differentiated for Content, Procedures, and Process** (all fields are optional)

#### Learning Activity Tool
- **Introduction**
  - Unit Development Title (if associated with a Unit)
  - Learning Activity Title
  - Learning Activity Annotation
  - Category of Activity, Grade(s); Subjects(s); Topic(s); Author
- **Standards**
  - Focus Standard
- **Balanced Assessment for Learning**
  - Assessment Method/Type
  - Assessment Title
  - Descriptions/Directions
- **Student Work Samples** (all fields are optional)
- **Procedures, Directions, and Resources**
  - Duration
  - Directions and Procedures
- **Materials and Equipment**
- **Differentiated for Content, Procedures, and Process** (all fields are optional)
Introduction to the Text Editor

As you begin to work with the five GSO instructional templates and each of their sections, you will notice that one of the most common methods to make field entries is with the use of a text editor. This text editor includes the simple functions found in most text editors. The numbers below correspond to the Text Editor Tool icons in the illustration above.

1. **Cut** - First select text by highlighting it, then click on the Cut icon to cut the text from the Editor.
2. **Copy** - First select text by highlighting it, then click on the Copy icon to place it into the computer's clipboard (memory). Then click the cursor where you would like the text to appear. Now use the Paste icon.
3. **Paste** - This function pastes whatever is in the clipboard into the Text editor.
4. **Print Content** - Click on this icon to print the contents of the Text editor.
5. **Find & Replace** - Clicking this icon results in a pop-up window opening to provide the ability to search for or replace word(s). It is typical of what you find in most text and word editors.
6. **Spellchecker** - Click on this icon to check the spelling within the Text editor.
7. **Bold** - Highlight text and click on this icon to convert it to a bold font style.
8. **Italic** - Highlight text and click on this icon to convert it to an italic font style.
9. **Underline** - Highlight text and click on this icon to convert it to an underlined font style.
10. **Numbered List** - Highlight text and click on this icon to create a numbered list.
11. **Bullet List** - Highlight text and click on this icon to create a bulleted list.
12. **Hyperlink Manager** - Highlight text and click on this icon to embed a link to an email address, URL or file.
13. **Remove Link** - Highlight text and click on this icon to remove a selected link that has been previously created within the Editor.
4. In the following pages we will go through each of the 8 sections listed here looking at the type of information required within some of the more important fields within each section.

5. You can complete these sections in any order you wish. However, you need to enter a title into the Introduction section before you can SAVE any work. It is suggested that you create a title and SAVE your template as the very first thing you do. As you continue, SAVE frequently as you work.
Unit Development Template - Introduction Section

Purpose of Section
To provide a general description of the Unit Development Template and it’s author(s).

Section Fields
The following fields are contained in the Introduction section:

1) Unit Framework Title *

Note: Place an entry into the Title field BEFORE attempting to SAVE the document the first time. Enter information into this field, first thing, then SAVE before continuing to work.

2) Unit Development Template Annotation *

Note: If you are using 21st Century technology, please include a brief mention of its use within the annotation.

3) This Unit Development Template is differentiated for (Optional)

4) Grade(s) *

5) Subject(s) *

6) Approximate Duration for the Unit Development Template *

7) Alternate E-mail Address (Optional)

8) Additional Authors (Optional)

9) Author

Please note that all fields marked with a red asterisk (*) are required if you plan to submit the Unit to the DOE for approval. Missing information will not prevent you from saving and using the Unit for your own use.
The Annotation field is used to provide a summary of what the Unit is about. The first 150 characters are displayed in the results of a Unit Search. You might note the presence of a spell checker - please use it.

To give you a better idea of what you might enter into this field, Best Practice Annotation Characteristics are provided below along with representative examples from subject areas.

**Best Practice - Annotation Characteristics**

The Annotation field consists of an overview that describes the primary focus of the unit with enough detail that another teacher will have a reasonable idea of the unit’s content and activities. At a minimum, this section should include the following characteristics:

- A sentence or two that briefly summarizes the unit content or provides a list of unit topics.
- Indication of grade level and placement of the material within the school year. Some subjects may require close alignment to specified units within the Year Curriculum Map.
- A sentence or two about the learning activities to be included.
- A sentence or two about how mastery of learning will be demonstrated.

**Example of Math Unit Annotation**

This unit addresses concepts and applications of number theory. Number theory allows students to reason, discuss, make sense of and justify their thinking. This is the second unit of the sixth grade mathematics framework within the Year Curriculum Map.

Students play games that are based on number theory, work and debate with their peers and share ideas through a teacher-facilitated whole class discussion.

In order to demonstrate mastery of the learning in this unit, students explain the Fundamental Theorem of Arithmetic to a friend who has been absent for the unit and also solve a puzzle involving factors, multiples and prime numbers.
Example of English Language Arts Unit Annotation

The focus of this unit is the use of informational text in reading and writing. Students will investigate informational texts, using them to develop understandings and expertise on topics or areas of interest. This is the second unit of the fourth grade English Language Arts framework within the Year Curriculum Map.

As part of this unit, students will analyze informational text structures and read and produce a series of informational writings, including reports, procedures, and types of correspondence. Small groups will discuss the various topics and offer suggestions for investigative research to advance the students' knowledge.

Students will also receive an introduction to the process of research and how it can be used as part of creating activities for Science Fairs and Social Science projects. Students will reinforce their speaking and listening skills by participating in a series of informal and formal presentations in which they present their reactions through electronic media and oral text. Students will also act as critical listeners and responders to these presentations by using scoring/evaluation rubrics for the presentations.

Example of Science Unit Annotation

This unit in Biology is focused on organization, that life is organized at all levels from cells to biosphere. It is the first unit in the Biology Course Map. The topics include: Cell structure and function; Evolutionary History; History of Life; Classification of Kingdoms; Ecosystem structure and Viruses.

There are several teaching strategies that are used throughout the course including: lab notebook or field sketchbook; ticket out the door; KIM diagrams; jigsaw activities; cloze; gallery or poster walk; flapbook or flipbook; 10-2 lecture format; glaze the doughnut; name jar; KWL; and acrostic.

Balanced assessment includes a variety of methods including informal observations; selected responses; constructed responses; and performance assessments.
Unit Development Template - Introduction Section

Grade and Subject Fields

1. Units can be written for either a single grade or multiple grades. Indicating the grade level is very easy within the Unit Builder.

The illustration on the right shows how the Grades and Subjects fields appear, as you first arrive on the screen.

2. Click on the grade you want to include. In this example, click on 4.

3. Then click on the green Right Arrow icon. As you can see in this next illustration, Grade 4 has moved into the right column. Also note that the Subject field has now been populated with the Subjects available for the selected Grade.

4. You can add additional grades by simply clicking on them, then clicking the Right Arrow icon. In this example we added 5th grade.

5. You can remove a grade by selecting it in the right column then select the Left Arrow to move it back to the left column (the 5).
Unit Development Template - Introduction Section

Grade and Subject Fields

6. Let’s now add a Subject.
   - In this example, **click on Science**. See (a).
   - **Click on the Add button.** See (b).
   - Notice that Science has now been added to a selected Subject list. See (c).

7) You can also add multiple subjects (common especially for the lower grades) by simply clicking on the second subject (in this example - **select Math** … (a)), then **click the Add button** (b), resulting in Math being added to the selected Subject list (c).

8) If you make a mistake and want to remove a Subject from the list, simply click on the red minus symbol located on the far right of the appropriate subject (see arrow).

9) In this example we clicked on the minus symbol for Math, so the resulting display as you can see in the image to the right, is that now only Science is listed.
**Purpose of Section**

To provide a list of the standards to which this Unit Development Template is aligned. Focus Standards are required.

**Section Fields**

The following fields are contained in the Standards section. An overview is presented on the next page.

1) **Focus Standards** *

2) **Complementary Standards** (Optional)

3) **National and/or Local Standards** (Optional)

**Note:** This last field is a great place to add links to national or local standards that you might be using in addition to the GPS.

Please note that all fields marked with a red asterisk (*) are required if you plan to submit the Unit to the DOE for approval. Missing information will not prevent you from saving and using the Unit for your own use.
Focus Standards Field

How To Use This Field

The process of aligning a Unit Development Template to the GPS is very easy and quick to accomplish.

1. The Focus Standards field is initially displayed as shown in illustration #1.
2. Click on the green Search button (see arrow in #1).
3. The Criteria Selection screen shown in illustration #2 now opens.
4. Click the check box for Grade 7. See (a).
5. Select Math from the Subject pull-down menu. See (b) in illustration #2.
6. Click on the Search button, located in the lower-left corner. See (c).
7. The search results are now displayed based on the criteria selected. See illustration #3.
8. During your own search, you would now carefully read the displayed list of standards.
9. You would then click the check box located to the left of each standard that you want to include with the Unit Development Template. See arrows in illustration #3.
10. You can also selectively choose the elements within a standard by placing a checkmark next to the elements that you want to include within the current Unit Development Template (see * in #3). By default they are all checked, so remove check marks next to elements you don't want to include (click on a check mark to deselect it).
11. When you are finished selecting standards and elements, scroll to the bottom of the screen and click on the green Select button located in the lower-left.
12. The resulting screen displays only the standards and elements that you selected with a checkmark.
13. Within just a few moments you have now indicated the Georgia Performance Standards that your Unit will be aligned with.
Unit Development - Understanding and Goals

Purpose of Section
To provide information about the Unit themes and concepts, primary learning goals, and additional learning goals.

Section Fields
The following fields are contained in the Understandings and Goals section. An overview is presented on the next few pages.

1) Unit Understandings, Themes, and Concepts *
2) Primary Learning Goals *
3) Additional Learning Goals (Optional)

Note: This last field is a good place to include skills, knowledge and concepts that are to be maintained within the current unit, but not necessarily tested.

Please note that all fields marked with a red asterisk (*) are required if you plan to submit the Unit to the DOE for approval. Missing information will not prevent you from saving or using the Unit for your own use.
Unit Development - Understanding and Goals

Unit Understandings, Themes and Concepts Field

This field contains a description of the deep understandings and concepts the student should retain as a result of this Unit. Best Practice “Understandings” Characteristics are provided along with representative examples from subject areas.

Best Practice - “Understandings” Characteristics

Statements of understandings are characterized as:

- A specific, full-sentence statement that summarizes an insight that a student is expected to take away
- A specific inference that students must draw, realize, or grasp, based on learning
- An insight that links particular facts and skills to "big ideas" in meaningful ways that relate to the "real-world"
- Priority insights students are expected to leave with

Try to avoid:

- Vague generalities
- Truisms - statements true by definition
- Merely restating the topics, standards or elements
- Using the word “understand” when you really mean “knowledge or skill"

Example of English Understandings, Themes and Concepts

- We can develop our knowledge and expertise of various topics by reading and writing informational texts.
- Interpreting graphic features leads to a deeper understanding of informational texts.
- The research process can help answer questions and solve problems.
- Using a variety of resource materials (electronic and print media) can enrich one’s understanding of a topic.

Example of Math Understandings, Themes and Concepts

- Factors and multiples are related in ways that are similar to the way that multiplication and division are related.
- All natural numbers greater than one are either prime or can be written as a unique product of prime factors.
- The number 1 (one) is always a factor of any number.
Example of Science Understandings, Themes and Concepts

Students will understand that:

- Cells have particular structures that underlie their functions.
- All cells are composed of many different molecules that are organized into specialized structures that carry out cell functions.
- Cells can differentiate and complex, multi-cellular organisms are formed as highly organized arrangements of differentiated cells.
- Cellular processes of prokaryotic and eukaryotic cells are similar in-spite of their structural differences.
- Organisms carry out common life processes differently.
- The millions of different species of plants, animals and microorganisms that live on earth today are related by descent from common ancestors.
- The great diversity of organisms is the result of more than 3.5 billion years of evolution that has filled every available niche with life forms.
- Modern classification systems, 6 kingdoms and 3 domains, are based upon biochemical and genetic evidence that indicates evolutionary relationships.
- Viruses are complex structures and their evolutionary relationship is still under investigation.
- All organisms and systems are organized from simple parts into complex systems that must maintain homeostasis.
Unit Development Template - Understanding / Goals

Primary Learning Goals Field

This field contains a list of the Essential Questions, Knowledge and Skills the student will know, understand, and be able to answer or demonstrate as a result of this Unit. All Primary Goals must be related to the standards addressed in the Unit. Best Practice “Primary Learning Goals” Characteristics are provided along with representative examples from subject areas.

Best Practice - Primary Learning Goals Characteristics

- Go to the heart of a discipline
- Address conceptual or strategic elements
- Promote inquiry and "uncoverage" of a subject
- Recur naturally
- Raise other important questions
- Do not yield a single straightforward answer (like yes or no answers)
- Elicit different plausible responses

Example of English Primary Learning Goals

Essential Questions:

- How do informational and narrative texts differ? What accounts for these differences?
- How do your goals and purposes for writing or reading shape and define how you approach these processes?
- How can you become an expert on a topic?
- How do text structures help you understand texts? How do the text structures of information texts differ from other forms of writing?
- How can we use the research process to communicate what we learn about a subject or issue?
- How can we become critical listeners and responders to presentations of information?

Example of Math Primary Learning Goals

Essential Questions:

- How are multiplication and division related?
- How are factors and multiples related to multiplication and division?
- When or why would it be useful to know the factors of a number?
- When or why would it be useful to know the multiples of a number?
- What features does a number have if the number is prime?
- What role does the number 1 have when you are finding factors of any number?
Example of Science Primary Learning Goals

Essential Questions:
- Why do scientists organize living things into groups?
- How do scientists organize living things into kingdoms?
- How do scientists collect and organize data?
- How do different types of evidence alter the way in which scientists organize living things?
- How does geologic evidence enable scientists to organize living as well as extinct organism?
- How are domains organized?
- How are molecules organized into living organisms?
- How are cells organized?
- How are simple organisms organized?
- How are prokaryotic and eukaryotic cells organized differently?
- How are plant and animal cells organized differently?
- How are cells organized into complex organisms?
- How is a scientific theory developed?
- How was information about evolution organized into a theory?
- How is the biosphere organized?
Unit Development Template - Assessment Section

Purpose of Section
To list and describe the assessments for learning that will be used for this Unit Development Template. These may include formal, concrete methods and informal methods. Also, list any attachments and web resources that will be used. Quizzes and checklists may be saved as separate files and attached.

Notes: You may add multiple assessments, one at a time. After you enter and Save the first time, please note the appearance of an ADD button in the lower left corner of the screen. Click on the Add button and enter the new assessment information. After each Save, the Add button will reappear.

Double check all Web resources on your classroom computer. Web resources available outside of your school system may be blocked by school computer firewalls.

Section Fields
The following fields are contained in the Balanced Assessment for Learning section:

1) Assessment Method/Type *
2) Assessment Title *
3) Description/Directions *
4) Attachment Title (Optional)
5) Attachment Description (Optional)
6) Attachment (Optional)
7) Web Resource Title (Optional)
8) Web Resource Description (Optional)
9) Web Resources (Optional)

Note: You may add multiple assessments, one at a time. After you enter and Save the first time, please note the appearance of an ADD button in the lower left corner of the screen. Click on the Add button and enter the new assessment information. After each Save, the Add button will reappear.

Double check all Web resources on your classroom computer. Web resources available outside of your school system may be blocked by school computer firewalls.

Note: The menu for this field offers the following: constructed response, combined methods, informal checks, selected response, peer assessment and self assessment.

Please note that all fields marked with a red asterisk (*) are required if you plan to submit the Unit to the DOE for approval. Missing information will not prevent you from saving or using the Unit for your own use.
Unit Development Template - Performance Task(s)

Purpose of Section
To provide information about the Unit Performance Tasks including a culminating Performance Task.

Note: This template allows you to add multiple culminating tasks, one at a time. After you enter and Save the necessary information for the first time, please note the appearance of an ADD button in the lower left corner of the screen. Click on the Add button and enter the new task information. After each Save, the Add button will reappear.

Double check all Web resources on your classroom computer. Web resources available outside of your school system may be blocked by school computer firewalls.

Section Fields
The following fields are contained in the Unit Performance Task section:

1) Unit Performance Task Title *
2) Description/Directions *
3) Rubric for Performance Task *
4) Student Directions, Graphic Organizers, Templates, etc. (Optional)
5) Student Handout (Optional)
6) Web Resource Title (Optional)
7) Web Resource Description (Optional)
8) Web Resources (Optional)

Note: You can use the RubiStar web site or other resources located on the GSO web site to help you create a rubric.

Please note that all fields marked with a red asterisk (*) are required if you plan to submit the Unit to the DOE for approval. Missing information will not prevent you from saving or using the Unit for your own use.
**Unit Development Template - Performance Task(s)**

**Description / Directions Field**

This field contains a detailed description and complete directions so the Unit Performance Task will provide accurate results for any teacher wishing to replicate it.

**Best Practice - Unit Performance Task Characteristics**

- Use authentic performance tasks calling for students to demonstrate their understanding and apply knowledge and skills to "put together" the substance of the unit’s content
- Must include all Focus Standards for the unit and may also include Complementary Standards
- Incorporate the six facets of understanding with a design that provides opportunities for students to explain, interpret, apply, shift perspective, empathize, and self-assess
- Use clearly stated performance criteria for all forms of evaluation of student products and demonstrations

**Example of Science Unit Performance Task**

**Unit Performance Task One - Identification of a New Organism**

Given the handout pertaining to the task, students will create a new organism. This organism will need to have the following items addressed in the essay that will accompany the model or drawing:

- Classify into a Kingdom (this will include cell type, complexity, life processes)
- Create a cladogram to show evolutionary history of a derived characteristic
- Identify this organism’s role in the environment (what would be its niche)
- Provide it with a scientific name
- Provide a model or drawing depicting this organism

**Unit Performance Task Two - Outbreak at Hightide High School**

Given the handout pertaining to the task, students will ...

- Identify the organism that is responsible for the illness
- Classify organism into proper kingdom
- Describe cell type and life processes
- Describe best environment for this organism to thrive
- Format for submitting the findings should be in a “press release” or CNN style breaking news story
Example of Math Unit Performance Task

There are four children in the Archer family. All four children must take a bath prior to going to bed each night. Each child bathes separately and drains the tub before the next child takes a bath. Mom says each child may only fill the bathtub half full of water. Mom also says that she wants to make sure that all children spend enough time in the bathtub to bathe the entire body. Bedtime is 9:00 p.m. In this activity we will investigate what time the children would need to start bathing in order to be in bed on time. (Round answers to the nearest tenth).

a) What information is necessary to start solving this problem?

b) If their bathtub is 60 inches long, 32 inches wide, and 20 inches high, how many gallons of water will each child use? (One cubic ft of water is 7.48 gallons of water.)

c) If it takes 30 seconds for three gallons of water to enter the bathtub, what is the constant rate in gallons per minute at which the bathtub fills with water? Use an algebraic equation to express the relationship between volume and time.

d) Use a table and a graph to illustrate the relationship of the volume and time as the bathtub fills. Describe this relationship. Is this relationship directly proportional? Explain why or why not.

e) How many minutes would it take for the water to begin flowing over the top edge of the tub? Justify your answer.

f) The water will drain out of the bathtub twice as fast as it took to fill the bathtub. How long does it take to drain the bathtub after a bath?

g) As the tub drains, is the relationship between the time and the volume inversely proportional? Justify your answer.

h) What time would the children need to start to bathe to get to bed by 9:00 p.m.? What mathematical concepts/operations did you use to solve this problem?

i) On Saturday, the children are responsible for seeing that the bathroom is cleaned. If the job of cleaning the bathroom takes 60 minutes, find how long it will take if 1, 2, 3, or 4 children help clean the bathroom. Graph this data. Is the relationship between the number of children and the time to clean the bathroom an example of direct or inverse variation? Explain your answer.

<table>
<thead>
<tr>
<th># of children</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
Example of English Unit Performance Task

Unit Performance Task One
Students will select a fairy tale to rewrite from the villain’s/antagonist’s point of view. Students will develop a plot that allows the villain/antagonist to argue that he/she is innocent. Plot development will include evidence that supports this argument as well as stylistic devices common in narrative texts. Narrative will include: 1) strategies that engage the reader, 2) strategies that help the reader visualize what is going on.

Unit Performance Task Two
Students will select an issue to argue for or against in a persuasive essay. This essay will clearly state their position, provide supporting evidence gathered from research and address possible counter arguments, and employ a variety of stylistic techniques found in effective persuasive texts.
Best Practice - Rubric Characteristics

A rubric is a criterion-based scoring guide, which enables a person to make reliable judgments about student work. A rubric assesses one or more traits of performance. The rubric answers the question: What does understanding or proficiency for an identified result look like (and varying degrees thereof)?

A typical rubric:
- Identifies the key traits to be examined and assessed
- Uses a scale of different achievement levels to measure these key traits
- Provides indicators or key performance features for each achievement level to specify the minimum criteria necessary for that level
- Each level of scoring labels a “descriptor” to facilitate communication regarding student performance

Some Unit Performance Tasks may not lend themselves to using a Rubric, perhaps because a definite correct/incorrect solution is required (e.g., in the case of a math problem). In other cases, you may feel that each teacher must determine the level of mastery, based on individual class needs. However, in all situations, it is recommended that criteria or guidelines be included to identify the appropriate process, procedure or salient characteristics for assessment. You can use the RubiStar web site or other resources located on the GSO web site to help you create a rubric.

Example of Science Rubric

Rubric for Outbreak at Hightide High School

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety Procedures</td>
<td>At least four necessary safety procedures were correctly identified</td>
<td>Three safety procedures were correctly identified</td>
<td>Two safety procedures were correctly identified</td>
<td>One safety procedure was correctly identified</td>
</tr>
<tr>
<td>Outbreak Epicenter</td>
<td>The epicenter was correctly identified and at least three supporting facts were used to defend the choice.</td>
<td>The epicenter was correctly identified and at least two supporting facts were used to defend the choice.</td>
<td>An incorrect epicenter was identified and at least three supporting facts were used to defend the choice.</td>
<td>An incorrect epicenter was identified and at least two supporting facts were used to defend the choice.</td>
</tr>
<tr>
<td>Organism Identification</td>
<td>The kingdom was correctly identified and at least three supporting facts were used to defend the choice.</td>
<td>The kingdom was correctly identified and at least two supporting facts were used to defend the choice.</td>
<td>An incorrect kingdom was identified and at least three supporting facts were used to defend the choice.</td>
<td>An incorrect kingdom was identified and at least two supporting facts were used to defend the choice.</td>
</tr>
<tr>
<td>Initial Prediction</td>
<td>An initial prediction paragraph was turned in on Day One.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Example of English Rubric

**Response to Literature**

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engages the reader through establishing a context, creating a speaker's voice and otherwise developing reader interest.</strong></td>
<td>The author uses a variety of strategies (such as anecdotes, imagery, significance, etc.) to engage the reader throughout the entirety of the piece; a clear and consistent speaker's voice is evident throughout the piece.</td>
<td>The author uses strategies to consistently engage the reader; there is consistent evidence of a speaker's voice.</td>
<td>The author uses strategies within different sections of the piece; however, the engagement level is not consistent or some strategies seem awkward or inappropriate; there is some evidence of a speaker's voice, although it may be inconsistent.</td>
<td>There is little or no evidence of strategies that engage the reader; there is no apparent speaker's voice.</td>
</tr>
</tbody>
</table>

| **Demonstrates an understanding of the literary work.** | The author correctly and/or thoroughly discusses elements of the literary work and makes connections between them and the judgment advanced. | The author discusses the elements of the literary work and makes connections between them and the judgment advanced. | The author attempts to discuss the elements of the literary work; however, the discussion may not include enough information or may include incorrect information; there is little or no evidence of a connection between the elements and the advanced judgment. | There is little or no discussion of the elements of the literary work; there is no connection between the elements and the advanced judgment. |

| **Supports a judgment through references to the text and personal knowledge.** | The author uses multiple references from the text and personal experience to support a judgment. The references logically and clearly connect to the judgment. | The author uses references from the text and personal experience to support a judgment. The references logically connect to the judgment. | The author bases his judgment on personal opinion only. There is no real connection between the opinion and any evidence to validate the opinion. | There is no evidence of an attempt to support a judgment. |

| **Provides a sense of closure to the writing.** | The author effectively uses a closing strategy (such as full circle, significance through connections, etc.); there is a satisfactory sense of completion. | The author uses an effective closing strategy (such as full circle, significance through connections, etc.) | The author uses a closing strategy; however, the reader may not be left with a sense of completion. | The response ends abruptly with no sense of completion. |

| **Conventions** | The author effectively demonstrates mastery of the conventions of Standard English; the use of conventions enhances the reader's comprehension of the piece. | The author effectively uses the conventions of Standard English; the use of conventions never hinders the reader's comprehension of the piece. | Generally, the author effectively uses the conventions of Standard English; however, errors might hinder the reader's comprehension of the piece at times. | There is frequently incorrect usage of the conventions of Standard English; errors often hinder the reader's comprehension of the piece. | There is little evidence of comprehension of the usage of Standard English; the errors greatly hinder the reader's comprehension of the piece. |
Example of Math Rubric

Rubric Scoring:
4= Exceeded expectations & required elements
3= Met expectations; fulfilled requirements
2= Fulfilled most requirements
0-1= Minimal effort shown; did not meet requirements

<table>
<thead>
<tr>
<th>Criteria or Element</th>
<th>Students’ Self-Assessment Score</th>
<th>Teacher Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The required constructions are included. Each is done carefully and correctly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All correct= 4; Only 1 incorrect= 3;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two incorrect= 2; Three incorrect= 1 point;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than three incorrect = 0 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructions for each construction are clear, detailed, and accurate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The diagrams and text are done neatly and are aesthetically pleasing. All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>illustrations and graphics contribute meaningfully; there is no gratuitous use of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>graphics.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Product shows effort and pride of workmanship.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response to email is clear, detailed, and accurate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Score:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Unit Development Template - Student Work / Commentary**

**Purpose of Section**
To enter descriptions of attached Student Work Samples and Teacher Commentary. This entire section is optional but strongly recommended.

**Section Fields**
The following fields are contained in the Student Work Sample with Teacher Commentary section:

1) **Title of the Student Work Sample** (Optional)
2) **Student Work Sample Description** (Optional)
3) **Student Work Sample** (Optional)
4) **Title of Teacher Commentary** (Optional)
5) **Description of Teacher Commentary** (Optional)
6) **Teacher Commentary Sample** (Optional)
7) **Additional Documents** (Optional)

**Note:** This template allows you to add multiple examples of Student Work, one at a time. Other teachers will find it helpful if you include examples from different levels of student achievement. After you enter and Save the necessary information for the first example, please note the appearance of an ADD button in the lower left corner of the screen. Click on the Add button and enter the new information. After each Save, the Add button will reappear.

Please note that all fields marked with a red asterisk (*) are required if you plan to submit the Unit to the DOE for approval. Missing information will not prevent you from saving or using the Unit for your own use.
**Purpose of Section**

To list and briefly describe the sequence of teaching strategies and learning activities that will guide students to attainment of the intended standards. All assessments and performance tasks should be listed in the sequence. Authors may wish to develop these strategies and activities in greater depth using other instructional templates: Teaching Activity, Learning Activity, Performance Task, etc.

**Note:** You may add multiple sequences, should you want to distinguish block from traditional. After you enter and Save the first sequence, please note the appearance of an ADD button in the lower left corner of the screen. Click on the Add button and enter the new information. After each Save, the Add button will reappear.

Double check all Web resources on your classroom computer. Web resources available outside of your school system may be blocked by school computer firewalls.

**Section Fields**

The following fields are contained in the Sequence of Instruction section:

1. **Sequence of Instruction & Learning** *
2. **Attachment Title (Optional)**
3. **Attachment Description (Optional)**
4. **Attachment (Optional)**
5. **Web Resource Title (Optional)**
6. **Web Resource Description (Optional)**
7. **Web Resources (Optional)**

Please note that all fields marked with a red asterisk (*) are required if you plan to submit the Unit to the DOE for approval. Missing information will not prevent you from saving or using the Unit for your own use.
Unit Development Template - Additional Elements Section

**Purpose of Section**
To provide information on technology integration, general classroom accommodations and other instructional notes and reflections for this Unit Development Template. This entire section is optional.

**Section Fields**
The following fields are contained in the Additional Elements section:

1) Technology Connection / Integration (Optional)

2) General Classroom Accommodations (Optional)

3) Notes and Reflections (Optional)

4) Materials and Equipment (Optional)

5) 21st Century Technology (Optional)

**Note:** Please also include a brief mention of its use within the Introduction Section, second field - Unit Development Template Annotation.

6) Additional Resources (Optional)

**Note:** Double check all Web resources on your classroom computer. Web resources available outside of your school system may be blocked by school computer firewalls.

Please note that all fields marked with a red asterisk (*) are required if you plan to submit the Unit to the DOE for approval. Missing information will not prevent you from saving or using the Unit for your own use.
You have just completed a quick overview of the Unit Development Template.

There are 4 other templates in the Create New pull-down menu.

In the next few pages, you will take a quick look at each.
The Assessment Development Tool is the second online template. It is used to create Assessments aligned to the Georgia Performance Standards.

Assessments for Learning are formative assessments that guide instruction and allow teachers and students to assess progress toward the learning goals in order to adapt instruction / process to students' instructional needs.

You can use this template to create several assessments related to the same standard and if appropriate, link the component to a Unit Development Template. It is important to remember that each component may be used with the Unit Development Template or independent of the Unit Development Template. The keyword is flexibility. You may use the templates in the way that works best for you.
Create New - Teaching Activity

The Teaching Activity template allows the author to create a Teaching Activity related to a GPS. Teaching activities are teacher-centered or teacher-directed. This template provides the capability to input and record all of the details related to a particular teaching activity. You can use this template to create several teaching activities related to the same standard and if appropriate, link the component to a Unit Development Template. It is important to remember that each component may be used with the Unit Development Template or independent of the Unit Development Template. The keyword is flexibility. You may use the templates in the way that works best for you.
The Performance Task template is used to create a formative assessment that checks for student understanding or progress toward the standards at different points during a Unit of instruction or as a culminating activity. Performance tasks involve the application of knowledge and skills rather than recall and result in tangible projects or observable performances.

You can use this template to create several performance tasks related to the same standard and if appropriate, link the component to a Unit Development Template.
The Learning Activity template allows the author to create a Learning Activity related to a GPS. Learning Activities differ from Performance Tasks in that learning activities center on the acquisition of knowledge and skill while performance tasks involve the application of knowledge and skills. Learning activities are student-centered or student-directed activities.

You can use this template to create several learning activities related to the same standard and if appropriate, link the component to a Unit Development Template.
Check List Before You Submit For Publication

Before you submit an instructional plan to the DOE for publication in the GeorgiaStandards.Org site, please use the following checklist to help ensure that your work reflects the high quality representative of the GPS, and to minimize revisions.

☐ All required fields (marked with a red asterisk) have been completed. Remember that missing information does not prevent you from saving an instructional plan and using it for your own classroom or sharing it with a group, but any work submitted to the DOE for publication must include all required fields in all sections of the template.

☐ The title is clear, concise and descriptive of the work you have created. Remember the title can be used in key word searches.

☐ The Annotation is clear, descriptive and uses the guidelines suggested in the appropriate “Best Practices” section of the GSO’s User Guide.

☐ All field entries have been reviewed and edited for clarity, spelling, etc.

☐ All field entries facilitate the ease of use for all teachers in that they are complete with appropriate descriptions. Descriptions should be self-contained, avoiding phrases that ask the reader to go to another template for instructions, or “see attached,” or “see Teaching Activity #2,” etc.

☐ All Web resource have been verified as correct and active.

☐ Any resources, documents, etc. used within the instructional plan that are not your own original work must include the appropriate reference documentation with copyright restrictions checked and documented.

☐ All documents are attached correctly and verified that they will open (are not password protected).
The Power Of Working With A Group

The GSO Portal provides the capability to find, join or create online groups within the GSO Workspace. This allows you the option of either working individually or working collaboratively with others to create or review instructional plans. Working collaboratively provides the potential to create and share far more instructional plans than what one can do individually. Having the benefit of different perspectives will also increase the likelihood of providing higher quality results.

There are two GSO menu options that address the needs of working with groups:

**Group Search** - use this option to search for, display a list of, and join/leave all existing Public Groups.

**Manage Groups** - use this option to create and define specifications for a group.

Groups can be designated as either Public, which means anyone can join the group or as Private, which means group members can only be added by the Group Administrator.

**Search For A Group**

1. From the home page in the GSO workspace, select the GSO option in the Navigation menu.
2. In the pop-up menu that appears, select the Group Search option (see the illustration on the right).
3. A window opens that includes an area on the top for inputting search criteria, with a list of groups below.
4. In looking at the Filter Selection Criteria, you can see that you can search for Groups by specifying the Administrator’s name, a keyword, subject, grade or any combination (see the illustration to the right).
5. Place your cursor in the Keywords field. Type in - elementary - and click on the Search button. The Keyword search will look within the group name field for a match.
6. As you can see, there are two pages of groups that contain - elementary - in the Group Name.
7. In the Search Criteria area, delete the entry in the Keyword field.
8. Select - Math - from the Subject pull-down menu and place a check mark in grade 6.
9. Experiment on your own, using whatever search criteria you would like.
10. When you are finished, clear all previously used criteria so that no criteria are specified.

Join A Group

1. Obviously you are only going to join a group that has interest to you. For the purpose of this exercise however, go ahead and join the group specified in the following steps.
2. In the **Keyword field**, type in - **000_Test_Group** - and **click the Search button**.
3. The group that we want should now be displayed on your screen (see illustration below).

Specify Group Meeting Search Criteria

4. As you can see, there are columns to help describe characteristics of each group including: Group Name, Administrator, Subject, Grade, Join/Leave, Access Type and Privileges. The Administrator field would normally display the name of the person who created the group. In this case we used a test account with the name of “Teacher Account” to create the group, so “Teacher Account” is the Administrator’s name. The group is defined with interest in English, Math, Science and Social Studies for the 2nd grade.

5. As you look at the group listings, you can see that a variety of icons are used.
6. **Click on the Legend icon** in the upper right corner to see a list of what the various icons represent (see illustration on right). Take a moment and look at them.
7. As you can see, the current group has been defined with the Access Type as a Public Group, meaning anyone can join. **Close the Legend window**.
8. Take a closer look at the **Join / Leave Group** column. On your computer screen, you should see a **green plus symbol** indicating that you can now join the group ....

9. Go ahead and **click on the green plus symbol**.

10. You should now see a red minus symbol ... This symbol means that you can leave the group by clicking on the minus symbol - **but don’t** click on it ... remain a member of this group for now.

11. You are now enrolled in the - **000_Test_Group**. To verify this, click on the name of the Group (see arrow in illustration below).

12. You should see your name on a list of group members.
Accessing / Working in a Group

**Important Note:**
- Once you have searched for and joined a group, you are now ready to work online with others in a group that has defined as “collaborative”.
- Anytime you are going to “do work” you will access the appropriate portlet through the GSO - Unit Builder menu / sub-menu choice.

1. From within the GSO workspace, select the **GSO option** in the **Navigation Menu**.
2. From the pop-up sub-menu that appears, select the **Unit Builder** option (see illustration above).
3. The My Unit Builder screen now opens (see illustration below). We looked at this screen previously, when the Unit Builder was first introduced, but here are a few reminders.

4. Look within the My Groups Portlet and locate the group you joined on the previous page.
5. **Click on** the name of the group - **000_Test_Group**.

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**Instructional Units**
- Here is a listing of all the instructional units that you have created and saved.

**My Groups**
- Here is a listing of all the Groups that you have joined
6. After selecting the group - **000_Test_Group** - from the My Group Portlet, you should see the screen illustrated below. Your screen may not look exactly the same as the illustration shown here, as this group is being used in training exercises and will continually have instructional plans added to it.

![My Groups Portlet](image)

7. Now you are ready to collectively work on a Unit with the other members of this group. **Click on - Unit 1 Test (18300).**

**Note:** The number in parenthesis that you see following the name of each instructional template (in the example above - 18300) is a unique identification number automatically assigned to each template created within the MyGaDOE system.

8. On your computer screen, you should now see what is illustrated below. As you probably remember from our previous exercises with the Unit Builder, this screen now lets you work on any and all of the sections within the selected instructional plan.

![Template For The Selected Instructional Plan](image)

**Important Note:** If more than one person is working on the same template at the same time, it is suggested they work in different template sections to avoid running the risk of losing data. For example, if person A and B are both working on the same template, in the same section, at the same time, whoever SAVES first will add their content to the common template while the other person will lose any data they have typed in that section since the last time they saved.
Adding Units To A Group Workspace

**Important Note:**
- Unit Development Templates can be created within the group workspace as well as in individual workspace.
- An individual may start the process by selecting one of the five tools in the Unit Builder, enter an appropriate title for the instructional plan, then SAVE it (all other fields can remain empty for the moment).
- When created first in personal workspace, an instructional plan can later be moved into a group workspace.
- Once an instructional plan has been placed into the workspace of a group that has been defined with the Privilege defined as Collaborate, everyone within that group can view and edit the work.
- Double check all Web resources on your classroom computer. Web resources available outside of your school system may be blocked by school computer firewalls.

1. From the home page in the GSO Portal, select the **GSO option** in the Navigation menu.
2. In the pop-up menu that appears, select the **Manage Groups** option (see illustration on right).
3. In the first (and unnamed) field, use the pull-down menu to locate the group (in this case - **000_Test_Group**). See illustration below.
4. **Click on the Go button.**

   ![GSO - Manage Groups](image)

   **Select Group From List**

5. Note that most fields are “grayed out” - inactive. Because you are not the group administrator, you can’t edit these fields.
6. On the very bottom of this screen, you will see a list of all instructional plans (Units, Assessments, Teaching Activities, Performance Tasks, and Learning Activities) that you have previously SAVED. See illustration below.

   ![List of Saved Templates](image)

7. Now all you need to do is **click on the box** (placing a checkmark) next to the templates that you want to add to the group that you selected. See illustration on right.
8. **Now click on the Save button.**
9. The selected templates should now appear within the selected group workspace. Use the steps in the “Working in a Group” section to verify the templates have been added.
1. From the home page in the GSO Portal, select the GSO option in the Navigation menu.
2. In the pop-up menu that appears, select the Manage Groups option (see illustration on right).
3. The window that now appears contains all the fields that you will need to create a new group, including group descriptors and privileges (see illustration below).

```
GSO - Manage Group
```

4. We think that you will find that as you begin the task of creating new instructional plans, working collaboratively in groups will maximize your efforts of available resources - plus provide an excellent means of support for each other.

```
Create Group
```

5. Make sure that the very first field (unnamed) at the top of the screen is set to Create Group (see illustration below).

```
Create Group
```

6. Click your cursor in the Group Name field. This field is important because it is one of the primary descriptors of what your group is about and is the field that is used for keyword searches. The Group Name should be both specific and descriptive of the primary purpose of the Group. The more descriptive you are about the nature of the group, the easier it will be for others to determine what the group is about.

**Important Note** - As we continue through the remaining steps of creating a new group, please do NOT create a group for the sake of this exercise. ONLY create a new group if you intend to actively use the Group.
7. In the **Group Name field**, you would normally, type in whatever name you would like to assign to your group (see illustration below). For this exercise, please leave it blank.

![Group Name Field](image)

8. **Click** your cursor in the **Group Description field**. This field does not display during a Group Search, but it is still a good idea to accurately describe your group in this field.

9. In the **Group Description field**, you would normally type in whatever description you would like to use for your group (see example in illustration below). For this exercise, please leave it blank.

![Group Description Field](image)

10. **Names field.** It's now time to add members to your group - if you wish to. If you are creating a Public Group, you could also allow individuals to join the group on their own using the procedure described in the Group Search section of this manual. For this exercise, please leave it blank.

11. **Click on the Browse button** (see arrow in illustration in upper right).

12. A pop-up window now opens that displays a list of everyone who currently has a MyGaDOE account (see illustration on right).

![Names - Browse Button](image)

13. You can scroll down the current display or you can click on any letter across the top to jump to names beginning with that letter.

14. Or, you can scroll to the bottom of the window and type in a name in the Search field (see illustration on right).

![Pop-up Window With Names](image)

**Note:** You can only add individuals who have already created a MyGaDOE GSO account.
15. After you have added names to your group, these names are displayed in the Group Members field (see illustration below).

16. DON’T FORGET to add yourself to the group member list!

17. In the Grades Field click on a Grade (or grades) that you want include as a partial descriptor of your group. Click on the Right Arrow button to add this grade to the Assigned section on the right. You can add multiple grades if you wish (see illustration below).

18. In the Subjects Field click on a Subject that you want to include as a partial descriptor of your group. Click on the Right Arrow button to add this subject to the Assigned section on the right. You can add multiple subjects if you wish (see illustration below).

19. Click on the Privileges Field, a pull-down menu opens (see illustration below).

Privileges are assigned to the group as a whole, not to individuals. View - group members can only look at the postings, with the Administrator adding instructional plans. Create - can View or Create instructional plans, but can only edit their own plans. Collaborate - members can View, Create and work collaboratively with other group members.

All members can edit all plans posted within the Collaborative Group workspace.

20. As you are creating your group, select whatever option that best defines your particular group’s function ... for this exercise, leave the prompt message.
21. The **Units Field** on your screen is probably empty. As you begin to work on instructional plans, they will appear in this field. You can only see your own Units even when created in a Collaborative Group.

![Units Field](image)

22. For the purpose of this exercise ... please do **NOT** select Save.

23. If you are actually creating a group, however, when you are finished defining your group, you would normally **click on the Save button** located below the Units field (see above illustration).

24. **Click on the Home link** in the GSO Navigation Panel.