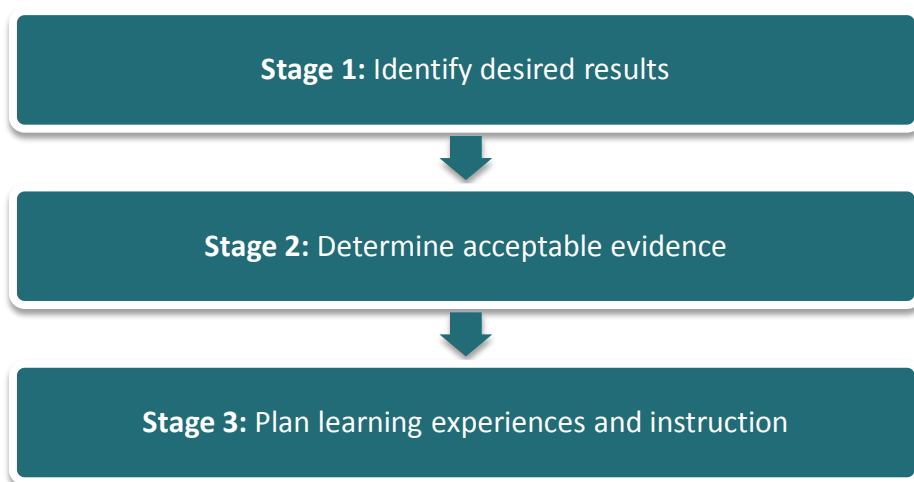


## Plan assessment concurrently

Curriculum, assessment, instruction, and learning are interconnected and interact in an iterative and sometimes (but not always) cyclical process. All four need to be aligned and coherent for the learning to be effective and meaningful (Earl & Katz, 2006).

By using a backward design approach (Wiggins & McTighe, 1998) teachers are able to align curriculum, assessment, instruction and learning.

### UbD: Stages of Backward Design



The backward design approach consists of three general stages:

First, plan with the “end in mind” by clarifying the learning you seek; that is, the desired learning results (Stage 1). Then, think about the evidence needed to certify that students have achieved those desired learnings (Stage 2). Finally, plan the means to the end; that is, the teaching and learning activities and resources to help students achieve the goals (Stage 3).

### Stage 1: Identify Desired Results

In Stage 1, consider the goals. What should students know, understand, and be able to do? What big ideas are worthy of understanding and implied in the established goals (e.g., content standards, curriculum objectives)? What “enduring” understandings are desired? What provocative questions are worth pursuing to guide student inquiry into these big ideas? What specific knowledge and skills are targeted in the goals and needed for effective performance?

## Stage 2: Determine Acceptable Evidence

In the second stage, consider evidence of learning. How will we know if students have achieved the desired results and met the content standards? How will we know that students really understand the identified big ideas? What will we accept as evidence of proficiency? The backward design orientation suggests that we think about our design in terms of the collected assessment evidence needed to document and validate that the desired results of Stage 1 have been achieved.

## Stage 3: Plan Learning Experiences and Instruction.

With identified results and appropriate evidence of understanding in mind, it is now time to finalise a plan for the learning activities. What will need to be taught and coached, and how should it best be taught, in light of the performance goals? What sequence of activity best suits the desired results? How will we make learning both engaging and effective, given the goals and needed evidence?

### Backward design planning template

Stage 1	Stage 2	Stage 3
<i>If the desired result is for learners to ...</i>	<i>Then you need evidence of the students' ability to ...</i>	<i>Then the learning experiences need to ...</i>

## References

- Earl, L., & Katz, S. (2006). *Rethinking Classroom Assessment with Purpose in Mind*. Retrieved June 1, 2014, from [www.wncp.ca/media/40539/rethink.pdf](http://www.wncp.ca/media/40539/rethink.pdf)
- Wiggins, G., & McTighe, J. (1998). *Understanding by Design*. Alexandria: Association for Supervision and Curriculum Development.