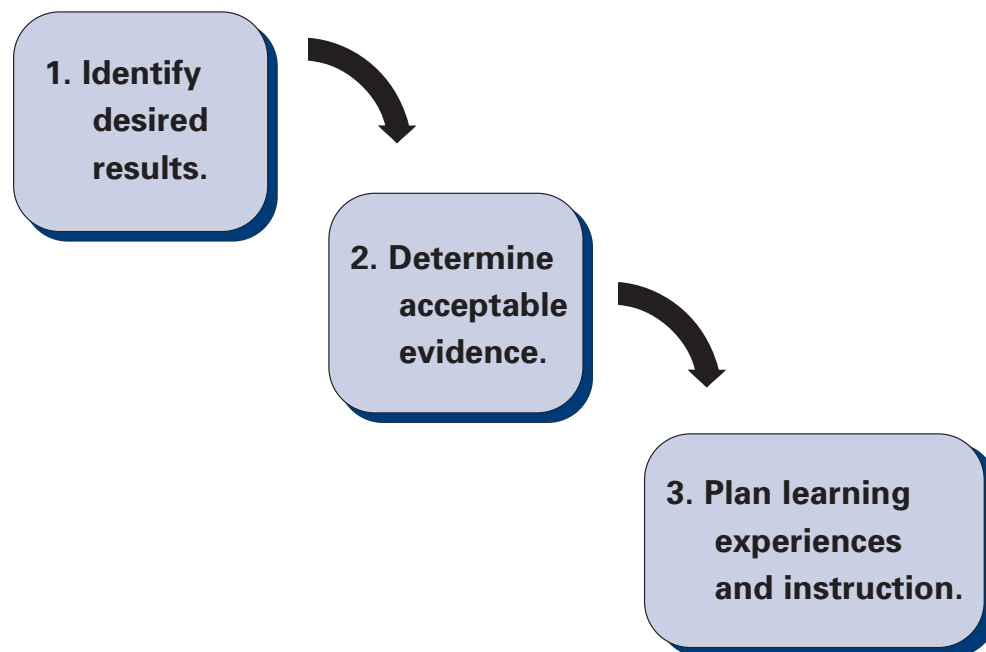


UbD: Stages of Backward Design



The backward design approach consists of three general stages:

Stage 1. Identify Desired Results. In Stage 1 we 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 we 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 finalize 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? In planning the learning activities, we consider the *WHERE TO* elements (described later) as guidelines. Those guidelines can be summed up in a question: How will we make learning both engaging *and* effective, given the goals and needed evidence?

1-Page Template

Stage 1—Desired Results	
Established Goals:	G
Understandings: <i>Students will understand that . . .</i>	U
Essential Questions:	Q
<i>Students will know . . .</i>	K
<i>Students will be able to . . .</i>	S
Stage 2—Assessment Evidence	
Performance Tasks:	T
Other Evidence:	OE
Stage 3—Learning Plan	
Learning Activities:	L

1-Page Template with Design Questions

Introduction

Stage 1

Stage 2

Stage 3

Peer review

Exercises

Process sheets

Glossary

Stage 1—Desired Results	
<p>Established Goals: G</p> <ul style="list-style-type: none"> What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address? 	
<p>Understandings: U</p> <p><i>Students will understand that . . .</i></p> <ul style="list-style-type: none"> What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable? 	<p>Essential Questions: Q</p> <ul style="list-style-type: none"> What provocative questions will foster inquiry, understanding, and transfer of learning?
<p>Students will know . . . K</p> <ul style="list-style-type: none"> What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill? 	<p>Students will be able to . . . S</p>
Stage 2—Assessment Evidence	
<p>Performance Tasks: T</p> <ul style="list-style-type: none"> Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performances of understanding be judged? 	<p>Other Evidence: OE</p> <ul style="list-style-type: none"> Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?
Stage 3—Learning Plan	
<p>Learning Activities: L</p> <p>What learning experiences and instruction will enable students to achieve the desired results? How will the design</p> <p>W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge, interests)?</p> <p>H = Hook all students and Hold their interest?</p> <p>E = Equip students, help them Experience the key ideas and Explore the issues?</p> <p>R = Provide opportunities to Rethink and Revise their understandings and work?</p> <p>E = Allow students to Evaluate their work and its implications?</p> <p>T = Be Tailored (personalized) to the different needs, interests and abilities of learners?</p> <p>O = Be Organized to maximize initial and sustained engagement as well as effective learning?</p>	