

Understanding By Design – Backwards Design Process

(Developed by Grant Wiggins and Jay McTighe, 2002)

Stage 1 – Desired Results	
Content Standard(s): <ul style="list-style-type: none"> [Comes from professional standards in your field] 	
Understanding (s)/goals Students will understand that: <ul style="list-style-type: none"> [this is a goal, not an objective. List the big ideas or concepts that you want them to come away with, not facts that they must know] 	Essential Question(s): <ul style="list-style-type: none"> [What leading questions can you ask of students to get them to understand the Big Ideas?] [Address the heart of the discipline, are framed to provoke and sustain students interest; unit questions usually have no one obvious "right" answer]
Student objectives (outcomes): Students will be able to: <ul style="list-style-type: none"> [These are observable, measurable outcomes that students should be able to demonstrate and that you can assess. Your assessment evidence in Stage 2 must show how you will assess these.] [Your learning activities in Stage 3 must be designed and directly linked to having students be able to achieve the understandings, answer the essential questions, and demonstrate the desired outcomes] 	
Stage 2 – Assessment Evidence	
Performance Task(s): <ul style="list-style-type: none"> [Authentic, performance based tasks that have students apply what they have learned and demonstrate their understanding.] [designed at least at the application level or higher on Bloom's Taxonomy.] [Rubrics can be used to guide students in self-assessment of their performance] 	Other Evidence: <ul style="list-style-type: none"> [includes pre-assessment, formative assessment, and summative assessment evidence] [Can be individual or group based] [Can include informal methods (such as thumbs up, thumbs down, and formal assessments, such as quiz, answers to questions on a worksheet, written reflection, essay]
Stage 3 – Learning Plan	
Learning Activities: [This is the core of your lesson plan and includes a listing describing briefly (usually in bullet or numbered form so easy to follow) what: <ul style="list-style-type: none"> the students will do during the class to prepare them for the outcomes you expect of them.] the teacher will do to guide the learning] 	