The Backward Design Process

Identify desired results.

What should students know, understand, and be able to do? What is worthy of understanding? What enduring understandings are desired?
- Consider goals
- Examine content standards (district, state & nat.)
- Review curric. Expectations
- Teacher/students interests

Determine acceptable evidence.

How will we know if students have achieved the desired results and met the standards? What will we accept as evidence of student understanding and proficiency?
- Consider a range of assessment methods – informal and formal assessments during a unit
- Think like assessors before designing specific units and lessons to determine how/whether students have attained desired understandings

Plan learning experiences and instruction.

- What enabling knowledge (facts, concepts, and principles) and skills(procedures) will students need to perform effectively and achieve desired results?
- What activities will equip students with the needed knowledge and skills?
- What will need to be taught and coached, and how should it best be taught in light of performance goals?
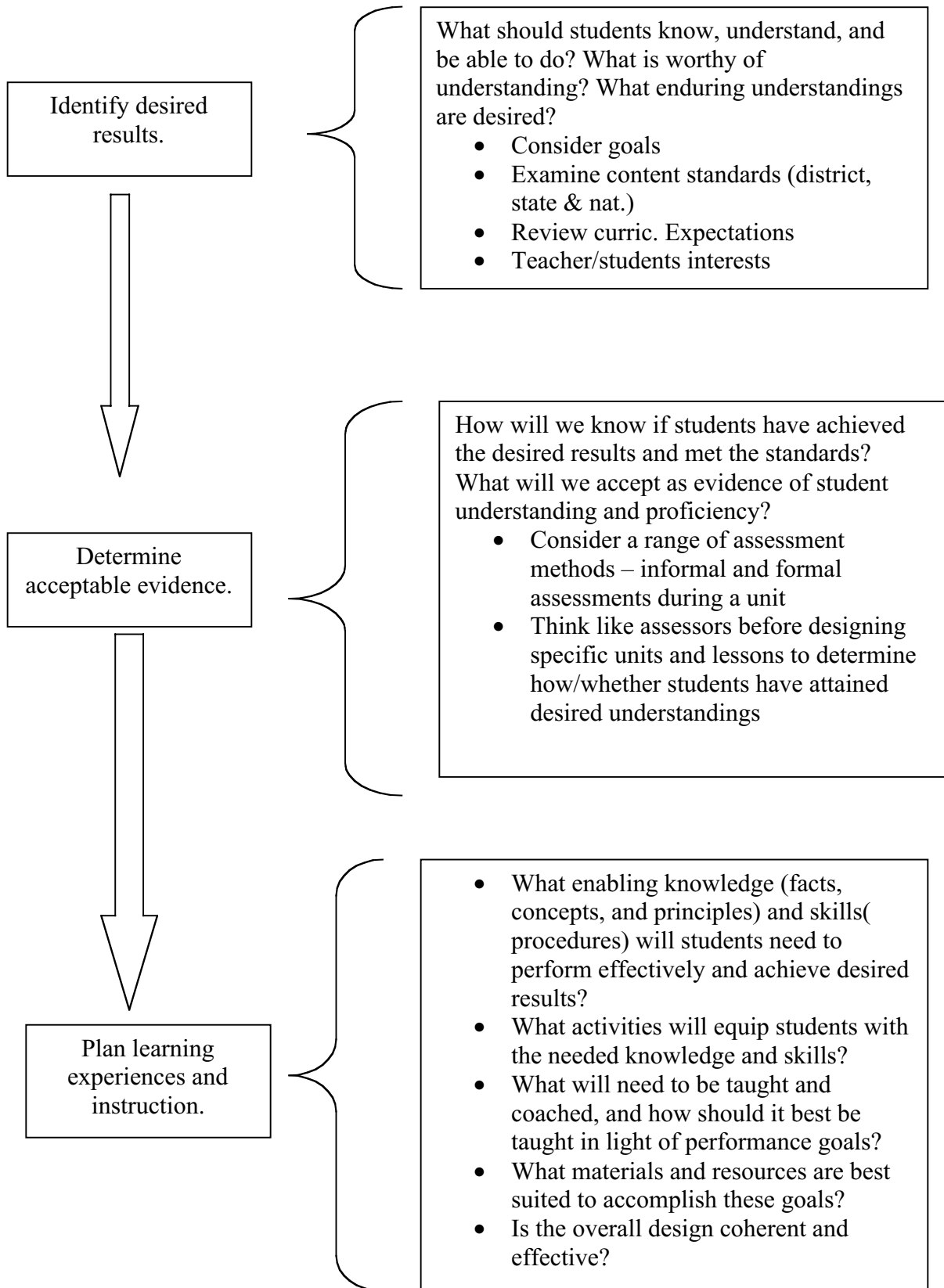- What materials and resources are best suited to accomplish these goals?
- Is the overall design coherent and effective?

Adapted/formatted from *Understanding by Design* by Grant Wiggins and Jay McTighe