

## Three Stages of Backward Design

### Stage 1: Identify Desired Results

<b>Established Goals</b>  What relevant goals will this design address?	
<b>What Essential questions will be considered?</b> <ul style="list-style-type: none"><li>• What questions will foster inquiry, understanding, and transfer of learning?</li></ul>	<b>What understandings are desired?</b> <ul style="list-style-type: none"><li>• What are the big ideas?</li><li>• What specific understandings about these big ideas is are desired?</li><li>• What misunderstandings are predictable</li></ul>
What key knowledge and skills will students acquire as a result? What should they be able to do as a result of the acquired knowledge and skills?	

### To what extent does the design focus student attention on the big ideas of the targeted content?

- Is the targeted understanding a core idea of the discipline?
- Do your questions frame your target so that they provide meaningful connections, provoke inquiry, or encourage transfer?
- Can you identify appropriate goals connected to the core idea(s)
- Can you identify valid, relevant knowledge and skills

### Stage 2: Determine Acceptable Evidence

What evidence will show that students understand?
What other evidence needs to be collected in light of stage 1 desired results?
Student self-assessment and reflection:

**To what extent do assessments provide fair, valid, reliable, and sufficient measures of desired results?**

- Are students able to exhibit their understanding through authentic performance tasks?
- Is evaluation based on criteria that are directly aligned with the content being assessed?
- Are assessment formats sufficiently varied to provide additional evidence of learning?
- Can the assessments be used as feedback for students and instructors, as well as evaluation?
- Are students encouraged to self-assess?

**Stage 3: Plan the learning experiences**

What sequence of teaching and learning experiences will equip the students to engage with, develop, and demonstrate the desired understandings?

Sequence of key teaching and learning activities:

**To what extent is the learning plan effective and engaging?**

- Do the students understand the learning goal, why the material is important, and what is required of them?
- Does the material engage the students through inquiry, research, problem-solving and/or experimentation?
- Does instruction adequately equip students to explore the big ideas?
- Do students have adequate opportunities to explore the big ideas presented?
- Do students have the opportunity to rethink, rehearse, revise, and refine their work based upon timely feedback?
- Do students have the opportunity to evaluate their own work, reflect on their learning, and set goals?