

Performance Goal



- Work with a partner or team.
- Develop or refine a unit of study for an identified topic.
- Record your ideas on the EduPlanet21 Unit Planner.

Agenda - Day 1



- ✓ The "Big Ideas" of UbD
- ✓ Goal Types
- ✓ Stage 1 - Desired Results
- ✓ Eduplanet21 Unit Planner
- ✓ -- Design Time --
- ✓ UbD Supportive Websites
- ✓ Happy Hour (4:15-5:30)

Agenda - Day 2



- ✓ Gallery Walk - Stage 1 Tips
- ✓ Stage 2 - Assessment Evidence
- ✓ Designing Authentic Tasks
- ✓ Evaluative Criteria
- ✓ Alignment Check
- ✓ Jig-saw Reading and Discussion

Agenda - Day 3



- ✓ Alignment Check
- ✓ Stage 2 - Tips and Resources
- ✓ Stage 3 - A.M.T.
- ✓ Stage 3 - The WHERETO elements
- ✓ Best Design for Learning
- ✓ Sharing & Peer Review

Three-Minute Pause



- Meet in groups of 3 - 5 to...*
- ✓ summarize key points.
 - ✓ add your own thoughts.
 - ✓ pose clarifying questions.

An Understanding-based Curriculum

Teach & Assess for Understanding & Transfer

Plan Curriculum "backward" 3 Stages of Design

Research Finding... 

A "guaranteed and viable curriculum is the #1 school-level factor impacting on student achievement."

– Marzano, *What Works in Schools*

 **Consider these...**

Review the seven principles of Curriculum for Understanding on p. 5.

Highlight one principle with which you strongly agree. Be prepared to discuss your reason(s) with your groupmates.

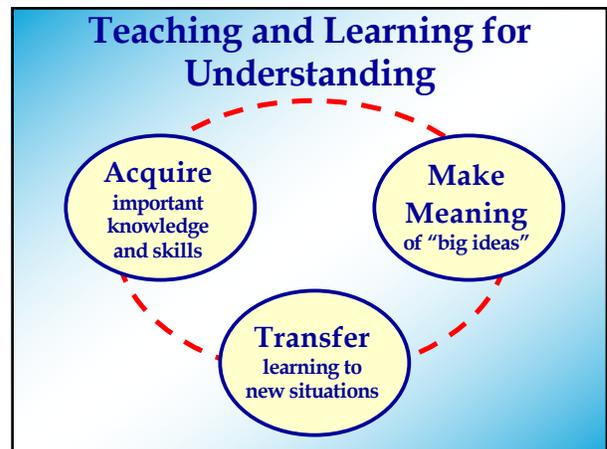
3 Stages of Backward Design

1. Identify desired results.
2. Determine acceptable evidence.
3. Plan learning experiences & instruction.

The UbD Template...

- ✓ reflects a way of thinking and planning
- ✓ fosters a "mental template" for effective design

Standard(s):	
Understandings	Essential Questions
Assessment Evidence	
Learning Activities	



Review sample units



pp. 91-105

Unit	Essential Questions	Learning Objectives	Assessments
Unit 1
Unit 2
Unit 3
Unit 4

Long-Term Transfer Goal

"Students will be able to independently use their learning to..."

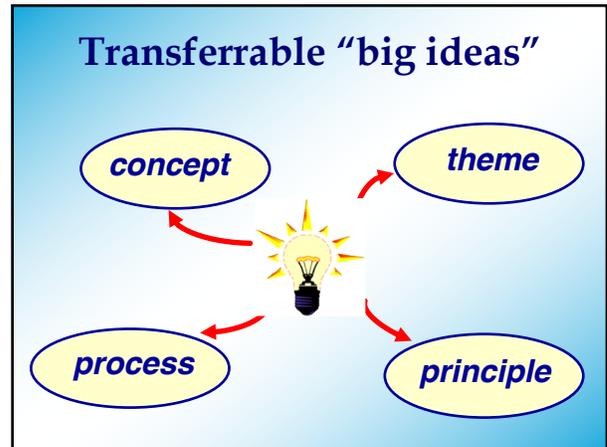


An effective curriculum equips learners for autonomous performance
...by design!

A BIG IDEA...



- is an abstraction (e.g., a concept, theme, principle)
- is a transferrable idea
- "connects the dots"



Concepts - transferable 'big ideas'



examples...

- adaptation
- change
- energy
- exploration
- freedom
- interaction
- justice
- migration
- patterns
- power
- symbol
- systems

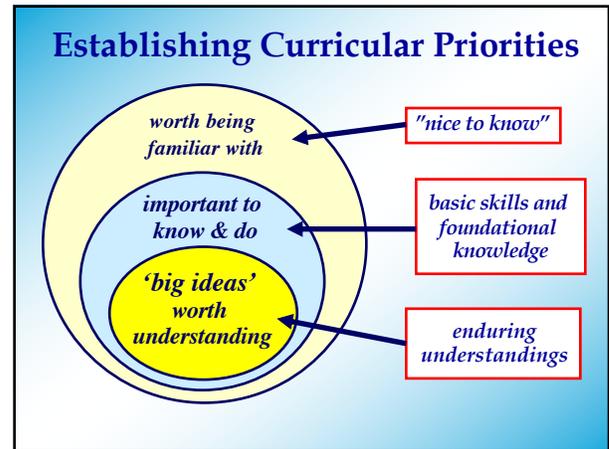
Design Time: Identify the "big ideas" for your course, framed as A Study In...



Understandings in UbD

Framed as:

- full-sentence statements
- specify the desired understandings
- Follow the stem - *Students will understand that...*



Types of Questions

Leading
What are the names of the four food groups?

Guiding
What do we mean by a "balanced" diet?

Hook
Can what you eat help prevent zits?

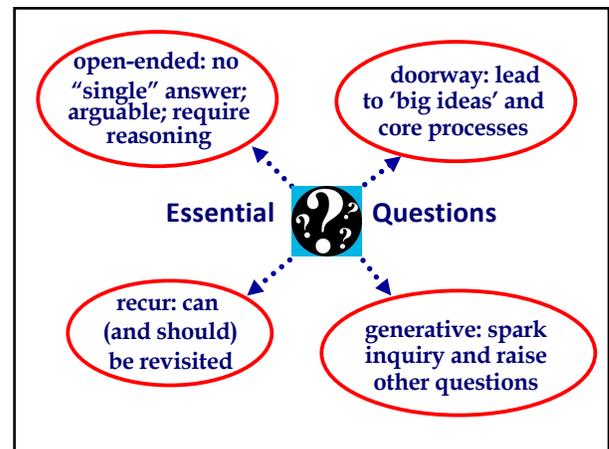
Essential
What should we eat?

Sample Essential Questions:

- How does art reflect, as well as shape, culture?
- How are "form" and "function" related in nature?
- In what way do effective writers hook and hold their readers?
- Who were the "winners" and who were the "losers" in the Industrial Revolution?

Concept Attainment

1. Compare examples (+) and non-examples (-) of a concept.
2. Identify the distinguishing characteristics of each.
3. Test your working definition against new cases.
4. Refine your concept definition.





Adaptation



Students will understand that...

Understanding:
Living organisms adapt to survive harsh and changing environments.

Essential Question:
In what ways do living things adapt to survive?



predictive statistics



'Big Idea' Understanding:
Statistical analysis and display often reveal patterns in data, enabling us to make predictions with degrees of confidence.

Essential Question:
Can you predict the future? What will happen next? How sure are you?



world literature



'Big Idea' Understanding:
Great literature from various cultures explores enduring themes and reveals recurrent aspects of the human condition.

Essential Question:
How can stories from other places and times be about us?



friendship



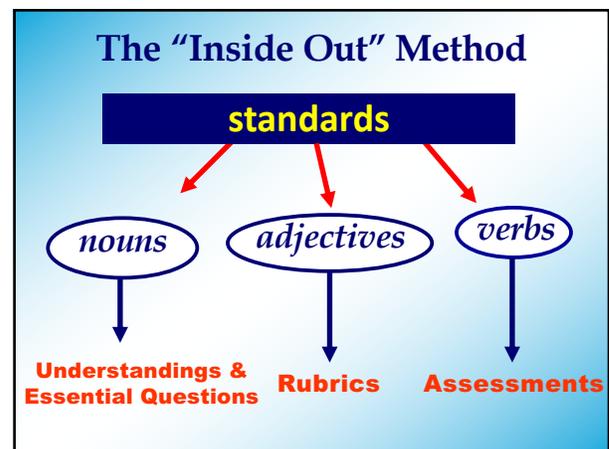
'Big Idea' Understanding:
True friendship is revealed during hard times, not happy times.

Essential Question:
Who is a 'true friend' and how will you know?

Skill-based Understandings

"Students will understand ~~how to~~ speak/write persuasively."

"Students will understand that effective persuaders employ techniques matched to the needs and experiences of their audience."



 **English - writing**

Write arguments to support claims in an analysis of substantive topics or texts, using *valid reasoning* and *relevant and sufficient evidence*.

Knowledge vs. Skill

Students will know... *Students will be skilled at...*

Names of holidays Labor Day, Columbus Day Veterans Day	Identifying the key facts of each holiday/event/person
The key facts of each holiday/ event/person	



Design Tips - Stage 1 

✓ Look for connections between the understandings and essential questions.

Connect Essential Questions with Desired Understandings

Stage 1 – Desired Results	
ESTABLISHED GOALS	Transfer <i>Students will be able to independently use their learning to...</i>
	Meaning UNDERSTANDINGS ESSENTIAL QUESTIONS U ← - - - → EQ
	Acquisition <i>Students will know...</i> <i>Students will be skilled at...</i>
Stage 2 – Evidence	

Align Understandings and EQs

<u>UNDERSTANDING</u>	<u>ESSENTIAL QUESTION</u>
People lead change.	Why do people rebel?

Align Understandings and EQs

<u>UNDERSTANDING</u>	<u>ESSENTIAL QUESTION</u>
People lead change.	Why do people rebel?
People rebel as a result of significant dissatisfactions with the political, social, cultural and/or economic status quo.	



Things are always changing.

So what?

Things are always changing, often in predictable patterns.

So what?

Recognizing patterns of change allows us to predict and prepare.

Real-world issues are complex.

So...?

Complex issues are multi-faceted and do not lend themselves to simple solutions. They require an analysis of multiple factors and/or a consideration of different perspectives.

It's important to know what your body is doing.

Why?

- *to get feedback on mechanics and performance to help prevent injuries*

Monitoring what your body is doing can enhance performance and help prevent injuries.

3 Stages of Backward Design

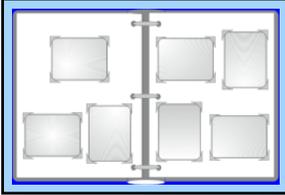
1. Identify desired results.
2. Determine acceptable evidence.
3. Plan learning experiences & instruction.

Think like an assessor, not an activity designer! 

Design assessments *before* you design lessons and activities.
Be clear about what evidence of learning you seek.

Think "Photo Album" versus "Snapshot"

Sound assessment requires multiple sources of evidence, collected over time.



Gather evidence from a Range of Assessments



- ✓ authentic tasks and projects
- ✓ academic exam questions, prompts, and problems
- ✓ quizzes and test items
- ✓ informal checks for understanding
- ✓ student self-assessments

Check for Alignment

Stage 1 – Desired Results

Cover Stage 1

Can people infer your goals by only seeing your assessments?

Stage 2 – Evidence	
Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S)
	OTHER EVIDENCE

Stage 2 – Evidence	
Coding	Assessment Evidence
<p>Evaluative Criteria</p> <ul style="list-style-type: none"> - accurate illustration of balanced diet - accurate depiction of health problems - clear and complete explanation - neat and well crafted 	<p>PERFORMANCE TASK(S)</p> <p>You Are What You Eat: Create a picture book to teach 1st graders about “healthful” eating and health problems that may result from poor nutrition.</p> <p>Camp Menu: Design a “balanced” 3-day menu for meals and snacks for a weekend camping trip. Explain why your menu plan is both healthy and tasty.</p> <hr/> <p>OTHER EVIDENCE</p> <ul style="list-style-type: none"> • Quiz on the food groups and their nutritional benefits. • Skill check on interpreting nutrition information on food labels. • Test on health problems caused by poor eating. • Daily eating journal with reflections on choices made.

© 2011 Grant Wiggins & Jay McTighe

Stage 1 – Desired Results					
Established Goals	Transfer				
<p>Students will use a knowledge of nutrition to plan appropriate diets for themselves and others.</p> <p style="text-align: right;"><small>Standard 6-c</small></p>	<p><i>Students will be able to independently use their learning to...</i></p> <p style="text-align: center;">consistently make healthful and appropriate dietary choices.</p> <hr/> <p style="text-align: center;">Meaning</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • A balanced diet contributes to mental and physical health. • Healthy eating requires people to make conscious choices that may challenge comfortable habits. </td> <td style="width: 50%; border: none;"> <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • What should we eat? • Why are there so many nutritionally-related health problems despite all we know? </td> </tr> </table> <hr/> <p style="text-align: center;">Acquisition of Knowledge & Skill</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • nutrition vocabulary • food groups • nutrition-related health problems </td> <td style="width: 50%; border: none;"> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • interpret nutrition info. on food labels • analyze & evaluate diets • plan a balanced diet </td> </tr> </table>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • A balanced diet contributes to mental and physical health. • Healthy eating requires people to make conscious choices that may challenge comfortable habits. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • What should we eat? • Why are there so many nutritionally-related health problems despite all we know? 	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • nutrition vocabulary • food groups • nutrition-related health problems 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • interpret nutrition info. on food labels • analyze & evaluate diets • plan a balanced diet
<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • A balanced diet contributes to mental and physical health. • Healthy eating requires people to make conscious choices that may challenge comfortable habits. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • What should we eat? • Why are there so many nutritionally-related health problems despite all we know? 				
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • nutrition vocabulary • food groups • nutrition-related health problems 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • interpret nutrition info. on food labels • analyze & evaluate diets • plan a balanced diet 				

© 2011 Grant Wiggins & Jay McTighe

Think like a juror!



Students should be presumed innocent of understanding until convicted by evidence!

What is Understanding?



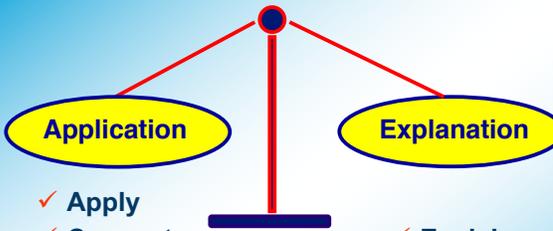
What is Understanding?

- *How do you define it?*
- *What are indicators of understanding?*
- *What are indicators that someone might "know" something without really understanding it?*

T-Chart Process

Someone who <i>really</i> understands	Someone who knows a lot but doesn't understand
•	•
•	•
•	•
•	•
•	•
•	•
•	•

Someone who <i>really</i> understands	Someone who knows a lot but doesn't understand
<ul style="list-style-type: none"> ✓ Apply ✓ Connect ✓ Create ✓ Critique ✓ Explain ✓ Interpret ✓ Justify ✓ Predict ✓ Question ✓ Solve ✓ Teach 	<ul style="list-style-type: none"> ✦ Recall ✦ Identify ✦ Retell ✦ State ✦ Regurgitate ✦ Plug in



<ul style="list-style-type: none"> ✓ Apply ✓ Connect ✓ Create ✓ Critique ✓ Predict ✓ Question ✓ Solve 	<ul style="list-style-type: none"> ✓ Explain ✓ Interpret ✓ Justify ✓ Teach
--	--



What are the features of performance tasks?



Task Analysis

Part 1 - Individually, review the sample performance tasks on pp. 60-62. What features do you notice?

Part 2 - Meet with your groupmates to share, discuss and add to list of performance task characteristics.

example:  **What's Your Position?**

After reading _____ (literature or informational texts), write _____ (essay or substitute) that compares _____ (content) and argues _____ (content). Be sure to support your position with evidence from the texts.

example:  **What's Your Position?**

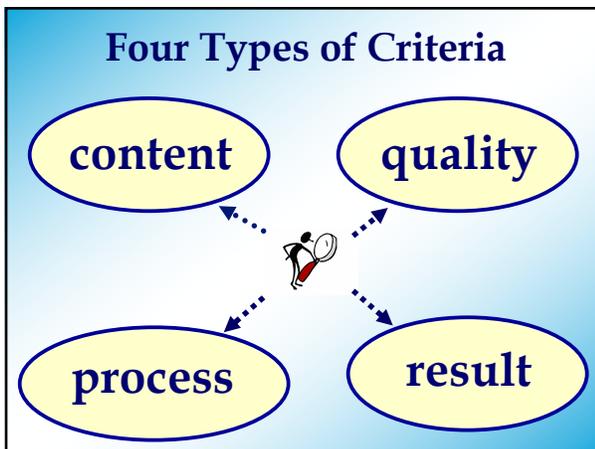
After researching **school policies and student & staff opinions on Internet filters in schools**, write a **(blog, letter to the School Board, editorial for the school paper)** that argues for your position. Support your position with evidence from your research. Be sure to acknowledge competing views.

example:  **What's Your Position?**

What makes something funny? After reading selections from **Mark Twain and Dave Barry**, write a review that **compares their humor and argues which type of humor works for a contemporary audience and why**. Be sure to support your position with evidence from the texts.

Designing Task Scenarios 

G ♦ What is the **goal** in the scenario?
R ♦ What is your **role**?
A ♦ Who is the **audience**?
S ♦ What is your **situation** (context)?
P ♦ What **products/performances** will you prepare?
S ♦ By what **success criteria** will your work be judged?



Three-Minute Pause 

Meet in groups of 3 - 5 to...

- ✓ summarize key points.
- ✓ add your own thoughts.
- ✓ pose clarifying questions.

Stage 1 – Desired Results	
ESTABLISHED GOALS	Transfer
Students will be able to independently use their learning to...	
Meaning	
UNDERSTANDINGS	ESSENTIAL QUESTIONS
Acquisition	
Students will know...	Students will be able to do...
Stage 2 – Evidence	
Evaluative Criteria	Assessment Evidence
PERFORMANCE TASK(S)	
OTHER EVIDENCE	
Stage 3 – Learning Plan	
PERFORMANCE TASK(S)	Program Assessment
LEARNING EVENTS	

Distinguishing Assessment Purposes

Stage 2 Assessments OF Learning

Stage 3 Assessment Practices FOR Learning

©2011 Grant Wiggins & Jay McTighe

Performance goal - Stage 2



- Develop a **performance task** framed using **GRASPS**.
- Specify the **product(s) or performance(s)**.
- List the **primary success criteria**.



Museum Display

You are opening a new museum on World War II designed to inform and engage visitors. Your task is to select a decisive battle, research the battle, and construct a diorama of the battle. Attach an index card to your diorama containing the date of the battle, the names of the opposing commanders, the number of casualties on each side, and the victor. Finally, create a topographical map to show an aerial view of the battlefield. Remember: Your map must be drawn to scale. Neatness and spelling count!

You are opening a new museum on World War II designed to inform and engage visitors. Your task is to select a decisive battle, research the battle, and construct a diorama of the battle. Attach an index card to your diorama containing the date of the battle, the names of the opposing commanders, the number of casualties on each side, and the victor. Finally, create a topographical map to show an aerial view of the battlefield. Remember: Your map must be drawn to scale. Neatness and spelling count!

Evaluative Criteria

- key WW2 battle depicted
- accurate information
- neat and colorful
- correct spelling
- accurate topography
- drawn to scale
- neat and colorful
- correct spelling

and the Learning Goal was....

Students will understand the causes and effects of World War II.

Museum Display (revised)

You are part of a team opening a new museum on the World War designed to inform and engage visitors. Your task is to select 3-4 decisive trends and/or events that caused the war and 3-4 significant effects of the war. Provide a sketch of each exhibit including a visual flowchart/timeline of cause and effect. Develop a virtual or real model of one of the exhibits. (An individual exhibit might be devoted to more than one cause, effect, or combination). You must convince the Museum Directors to include your display, using whatever media will best make your case.

You are part of a team opening a new museum on the War designed to inform and engage visitors. Your task is to select 3-4 decisive trends and/or events that caused the war and 3-4 significant effects of the war. Provide a sketch of each exhibit including a visual flowchart/timeline of cause and effect. Develop a virtual or real model of one of the exhibits. (An individual exhibit might be devoted to more than one cause, effect, or combination). You must convince the Museum Directors to include your display, using whatever media will best make your case.

Primary Criteria ↔ Secondary Criteria

- historically accurate
- key causes identified
- key effects identified
- justified choices

- effective communication using selected media
- craftsmanship of products (timeline/flowchart & model)

3 Stages of Backward Design

1. Identify desired results.
2. Determine acceptable evidence.
3. Plan learning experiences & instruction.

Understanding must be earned!

Understanding requires active **meaning-making** by the learner.

A Kaleidoscope Analogy



Colored bits

Rotation = making meaning

Tips for Using Essential Questions:



- ✓ use E.Q.s to organize programs, courses, and units of study
- ✓ “less is more”
- ✓ edit to make them “kid friendly”
- ✓ post the questions
- ✓ invite student questions

Best Learning exercise - Part 1



What was the **best learning experience** you have ever encountered? Focus on the **design** (the tasks, goals, methods, sequence, resources used, assessments, etc.) - not your interests or the talents of the teacher.

“Best” = the design resulted in highly **engaged** and **effective** learning.

Design Exercise - Process



Part I

- Individual reflection & writing (3 min.)
- Share examples w/ group (8 min.)
- Listen for common elements

Part II

- Generalize with your group (5 min.)

"The best designs..."

Suggestion: select a recorder to summarize

The Best Designs - responses...

UbD Workshop 6/26/19

- authentic learning experiences
- risk taking was o.k.; failure is acceptable
- tasks were challenging
- needed to defend
- teacher acting as a coach
- specific, on-going feedback provided (1-to-1)
- active, hands-on learning
- learning a transferable skill
- collaborative learning
- learner-centered
- learners were given choice
- discovery-oriented learning

Ideas for Action



- ☛ *Think big.*
- ☛ *Start small.*
- ☛ *Go for an "early win."*