
Do My Students Know What I Want Them to Know?

— Using the Backward Design
Model for Assessment —

How Do You Currently Design Assessments?

Are your assessments primarily formative or summative?

How often and to what degree do you change your assessments from one term to the next?

Do your assessments tell you if the students have mastered the key concepts of the course?



Why Backward Design?

Results-focused vs content-focused

Centers around larger purpose (goals/outcomes)

Promotes learning over coverage

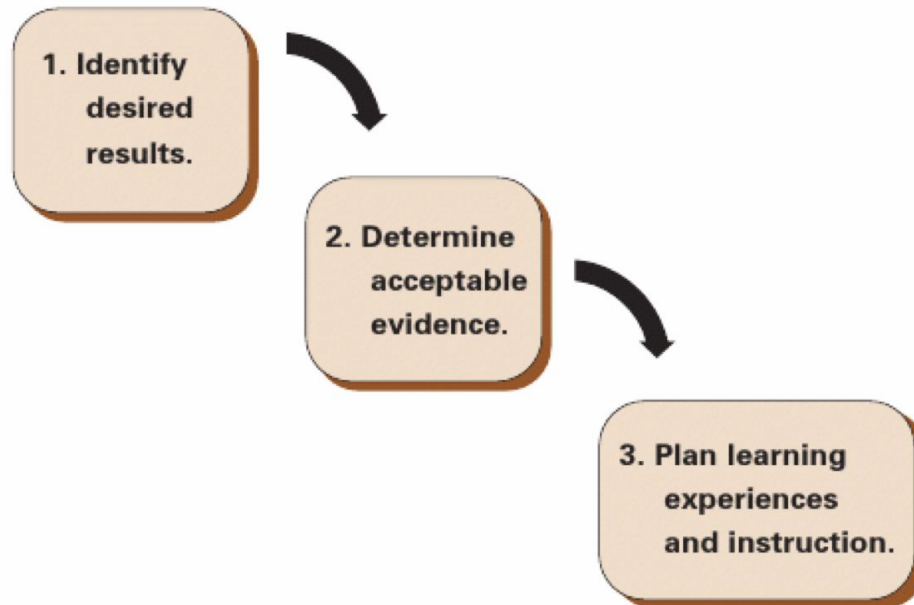
Provides a guiding intellectual purpose



The Backward Design Model

Figure 1.1

UbD: Stages of Backward Design



Stage 1: Identify Desired Results

What should students know, understand, or be able to do?

- Consider goals, course outcomes, subsequent courses, curricular expectations
- Clearly prioritize course information (content vs time)

Course Design: Define Course

Course Description
Write a paragraph or two about the course. You may reference existing course descriptions in the course catalog .
Course Objectives See ASU Online's Objectives Builder for more information.
By the end of this course students will be able to: <ul style="list-style-type: none">● objective 1● objective 2● objective 3

Stage 2: Determine Acceptable Evidence

How will you know if your students have achieved your desired results?

Assessment evidence vs content covered

Formative and Summative

Course Design: Assignment Breakdown

Objective	Graded Assignments Discussions, quizzes, tests, papers, projects, etc.	Grading Format Auto, rubric, staff, faculty	Points	Due Date
Unit 1				
	Assignment 1		##	
	Assignment 2		##	
	Assignment 3		##	

Stage 3: Plan Learning Experiences and Instruction

Design instructional activities - what will you do in class to prepare them for the learning and assessment?

What knowledge and skills do students need to be successful on assessment?

Which activities will best prepare them; what materials/resources are needed?

Course Design: Instructional Breakdown

(List materials that support the unit objectives and assessments: Readings, videos, visuals, websites, ungraded activities, etc.)

Mod(s)	Objectives	Activities & Assessments
1 (Weeks 1&2)	<ul style="list-style-type: none">Recognize major figures in the history of ancient philosophy.Explain Locke's view on the purpose of philosophy.	<ol style="list-style-type: none">Watch: Major Figures in Ancient Philosophy (lecture)Watch: Was Plato from Finland? (YouTube - www.link.com)Read: Philosophy - Its Purpose in Life by John LockeDiscuss: Locke's view on the purpose of PhilosophyQuiz: Figures of Ancient Philosophy

Closing Thoughts

What are the benefits of adopting the Backward Design Model?

Are there drawbacks to this type of design?

