**Backward Design Worksheet Stage 2: Assessment**

For a reminder of the stages consult [TALE Teaching Tip: Backward Design: A Powerful Course Design Method with Guidelines](https://intranet.bloomu.edu/documents/tale/Backward_Design_Guidelines_TT.pdf)

This worksheet can be used to develop a course and units or modules, then consulted to take a comparable approach for daily class meetings.

|  |
| --- |
| **Evidence Students Have Achieved Desired Results** |
| Performance Tasks – Summative Assessment(graded, final products that prove course or unit mastery) | Other Evidence – Formative Assessment(graded or ungraded, feedback to student and professor that learning is in progress) |
| Having developed the performance tasks, ask yourself * Will your assessments provide **valid, reliable** feedback to be confident that students have achieved the desired results?
* Is your assessment “forward looking”: realistic, requires judgment, innovation, simulates doing the subject, real life contexts, requires synthesis?
* Have you developed transparency in grading criteria to uncover disciplinary expectations?
* If your summative assessment is a capstone project, have you scaffolded, that is created stages of completion that provide sufficient feedback that students are making progress?
* Have you included opportunities for students to reflect upon their learning behaviors (e.g. metacognition and self-regulated learning)?
 | Having developed the other evidence of learning in progress, ask yourself* Will your formative assessments allow students to practice, rehearse, refine, get better at low risk?
* Are your formative assessments frequent and timely to allow for improvement?
* Will your formative assessments be perceived as useful to student learning?
* Have you contemplated ways to reduce the potential burden of grading formative assessment?
* Have you included opportunities for students to reflect upon their learning behaviors (e.g. metacognition and self-regulated learning)?
 |

Adapted from Wiggins and McTighe, Understanding by Design, and L. Dee Fink, *Creating Significant Learning Experiences*.

Updated: 30VI2020

**Resources to Consult:**

I could recommend many books and articles to ponder assessment and grading procedures; they are written by individuals who have extensive classroom experience and are involved in faculty development. Below is my short list of monographs.

Elizabeth Barkley and Claire Howell Major, *Learning Assessment Techniques: A Handbook for College Faculty* (2016)

Updates Cross and Angelo’s Classroom Assessment Techniques and organizes assessments around L. Dee Fink’s Taxonomy of Significant Learning Experiences

Linda Nilson, *Specifications Grading: Restoring Rigor, Motivating Students, and Saving Faculty Time* (2015)

As the title suggests, developing specifications can reduce grading time.

Dannelle D. Stevens and Antonia J. Levi, *Introduction to Rubrics: An Assessment to Save Grading Time, Convey Effective Feedback, and Promote Student Learning* (2012)

Thorough, efficient explanation of why we should rubrics, and how to create.

Barbara Walvoord and Virginia Johnson Anderson, *Effective Grading: A Tool for Learning and Assessment in College* (2009)

The authors break down the stages of grading in a faculty-friendly way.