Introduction

- It seems unusual that you would decide on how you want to assess the students before deciding upon your lesson instruction and activities, but in Backward Design it is essential.

- Backward Design wants you to think like a detective. You need to gather a variety of evidence whether students are learning and Backward Design wants you to consider which assessments will provide the best evidence of the lesson objective BEFORE you begin teaching.

- Think MATCHING! Make sure that the ACTION VERB in your lesson objective is represented or “matches” your assessment. If the assessment chosen doesn’t match your action verb, then the score or grade you give your students doesn’t reflect the learning you intended.

- Think PHOTO ALBUM! Gather as many different snapshots of learning that you can that will best represent the students’ learning. One picture does not make a photo album! One assessment does not indicate total learning!

Determining Lesson Assessment

Matching Rule

- Choosing the appropriate lesson assessment is critical in making sure that your students’ score or grade represents what you intended for them to learn. To help you choose the appropriate assessment, consider the Matching Rule.

- The Matching Rule is to simply “match” the action verb in your lesson objective to the action being measured in your assessment.

  - For example, if you want your 3rd grade students to “explain how an author uses reasons and evidence to support particular points in a text” then you would make sure to choose an assessment that measures or matches “explain”

  - Seems like a simple task, but many teachers’ (including veteran teachers) action verb is different than what the assessment is really measuring in their lesson.
• To “match” your assessment to the action verb, ask yourself 2 questions:

1. Does the action verb require a closed response or an open response?
   a. A close response = one possible answer only (selected response)
      i. Requires an answer key as a scoring tool
   b. An open response = many possible answers (constructed response)
      i. Requires a rubric as a scoring tool

2. Does the action verb require speaking, writing, or doing?
   a. Those are the only 3 actions that students can do to show understanding.
   b. Think of doing as building, creating, or performing.
      i. Example of doing = building a car, painting a portrait, dancing, driving a car, sailing a boat.
   c. Action verb may require all three.

• We can use the following table to help us “match” our action verb to our assessment. Let’s use the example of possible lesson action verbs we considered for Gary’s Romeo and Juliet lesson in the creating lesson objectives section previously discussed.

• To match the action verb, we just need to think of what type of assessment includes the action.

<table>
<thead>
<tr>
<th>Lesson Objective with Action Verb Underlined</th>
<th>Closed or Open?</th>
<th>Speak, Write, Do?</th>
<th>Possible Assessment Match?</th>
<th>Scoring Tool?</th>
</tr>
</thead>
<tbody>
<tr>
<td>identify a scene in Romeo and Juliet</td>
<td>Closed</td>
<td>Speak, Write</td>
<td>Fill-in-the-blank</td>
<td>Answer key</td>
</tr>
<tr>
<td>explain a scene in Romeo and Juliet</td>
<td>Open</td>
<td>Speak, Write</td>
<td>Short Answer</td>
<td>Rubric</td>
</tr>
<tr>
<td>role-play a scene in Romeo and Juliet</td>
<td>Open</td>
<td>Speak, Do</td>
<td>Performance</td>
<td>Rubric</td>
</tr>
<tr>
<td>compare scenes in Romeo and Juliet</td>
<td>Open</td>
<td>Speak, Write</td>
<td>Essay</td>
<td>Rubric</td>
</tr>
<tr>
<td>create new scenes in Romeo and Juliet</td>
<td>Open</td>
<td>Speak, Write, Do</td>
<td>Project</td>
<td>Rubric</td>
</tr>
<tr>
<td>interpret a scene in Romeo and Juliet</td>
<td>Open</td>
<td>Speak, Write</td>
<td>Debate</td>
<td>Rubric</td>
</tr>
</tbody>
</table>

• By asking ourselves whether an action verb requires a closed/open response and speaking, writing, or doing, we can “match” the assessment and scoring tool correctly!
Creating a Rubric for Open Response Action Verbs

- Because open responses have several possible answers, teachers need a scoring tool (rubric) to ensure that a students’ score is consistent if two teachers graded the same response (known as reliability).

- Rubrics are NOT ASSESSMENTS, but just an organized way to score the assessment.

- Rubrics actually are easy to make and consist of two parts:
  
  1. **Action Verb Criteria** – The Action Verb broken down into specific criteria
     
     - Ex. The action of “Interpret” can be broken down into 3 criteria:
       - a. Explanation; b. In-depth; c. Supporting Examples

  2. **Levels of Proficiency** – Score of how well students reach the lesson objective.
     
     - Many names can be used to represent the different proficiencies (novice or expert), but I encourage you to try to use names without value judgments. Nobody wants to be measured at “poor”, “stick-figure”, or “slow”
     
     - Notice how each proficiency level is written exactly the same, but the only changes are “specific” numbers or qualifying indicators (most, some, few). This keeps the grading consistent among two different teachers.

**NOTICE HOW THE RUBRIC CRITERIA “MATCHES” THE LESSON ACTION VERB!!**

**Student will interpret a scene in Romeo and Juliet**

<table>
<thead>
<tr>
<th>Criteria (Interpret)</th>
<th>Exceeds Proficiency</th>
<th>Meets Proficiency</th>
<th>Developing Proficiency</th>
<th>Below Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Explanation</td>
<td>Explanation is appropriate to the topic and includes 3 new ideas</td>
<td>Explanation is mostly appropriate to the topic and includes 2 new ideas</td>
<td>Explanation is somewhat appropriate to the topic and includes 1 new idea</td>
<td>Explanation is not appropriate to the topic and includes no new ideas</td>
</tr>
<tr>
<td>b. In-depth</td>
<td>Answer is in-depth with 3 paragraphs at least 8 sentences each or spoken for 1 minute</td>
<td>Answer is mostly in-depth with 2 paragraphs at least 8 sentences each or spoken for 30 seconds</td>
<td>Interpretation is somewhat in-depth with 1 paragraph at least 8 sentences each or spoken 15 seconds</td>
<td>Interpretation is not in-depth with no paragraph at least 8 sentences each or not spoken</td>
</tr>
<tr>
<td>c. Supporting Examples</td>
<td>Answer includes 3 supporting examples appropriate to explanation</td>
<td>Answer includes 2 supporting examples appropriate to explanation</td>
<td>Answer includes 1 supporting example appropriate to explanation</td>
<td>Answer includes no supporting examples appropriate to explanation</td>
</tr>
</tbody>
</table>
Multiple Assessments

- Once you have “matched” an assessment with an action verb, then to create a Photo Album of students’ ability to interpret a scene in Romeo and Juliet, then you just choose more appropriate assessments to gather more evidence.

- That doesn’t mean that you have to create a new formal assessment (but you can), but rather you use informal assessments (ungraded) as your progress through the lesson (formative assessments).

- For example, while students are developing their explanations to interpret a scene in Romeo and Juliet, you will be there observing the students and listening to their conversations and reading their written rough drafts. These informal assessments are wonderful opportunities to check to see if your students can explain appropriately, in-depth, and use supporting examples.

- If they can’t, then you provide the feedback (using your rubric) to help guide your students to improve their ability to interpret. When the final grade (summative assessment) is given, then hopefully they will score well on the rubric!

Next Step - INSTRUCTION

- Because Backward Design is focused on the BIG IDEAS, they are not usually represented by assessments with closed responses (worksheets and multiple-choice quizzes)

- Instead BIG IDEAS are usually represented by high-level Bloom’s taxonomy action verbs such as interpretation, analyze, criticize, evaluate, etc.

- This means that BIG IDEAS are open responses that include speaking, writing, and doing (projects and performances)

- To capture this type of action, we try to develop lessons that are authentic, real-world, and meaningful, and centered on your students doing the action rather than the teacher.

- Thus, the third step in Backward Design requires developing student-centered learning activities that provide numerous opportunities for your students to demonstrate the action verb. One way to ensure that is to introduce you to an instructional approach known as CREDE.