

Angie Miller
Research Phase
Personalized PD

Goal: Use more assessment-driven instruction by integrating more formative assessments and backwards design.

Research Topic: Backwards design and formative assessment

Annotated Bibliography

Liberty Concepts. "Backward Design Definition." *The Glossary of Education Reform*, Great Schools Partnership, 13 Dec. 2013, edglossary.org/backward-design/.

This article provides a basic definition for backwards design/ planning. This method of curriculum planning is achieved when teachers plan their summative assessment of a unit or a course before planning daily lessons and formative assessments. This type of planning ensures that specific learning goals are the focus of lessons and helps educators plan with standards in mind. I plan to execute this planning style by creating my summative assessments of units first and then planning my daily lessons. I can break down the summative assessment into smaller formative assessments as a I plan. For example, if I am planning a unit on how to read an informative text, I ensure the summative assessment will provide evidence of learning for each standard I plan on covering throughout the unit. Then, I can plan to add formative assessments that cover smaller parts of the summative assessment as the unit unfolds.

Wiggins, Grant, and Jay McTighe . "Understand by Design: Why 'Backwards' Is Best." Edutopia. www.edutopia.org/pdfs/resources/wiggins-mctighe-backward-design-why-backward-is-best.pdf.

This article outlines the steps of the backwards design process. The stages of the process are : 1. Identifying desired results, 2. Determining acceptable evidence of learning, and 3. Planning learning experiences and instruction. The first step, identifying desired results, entails "clarifying priorities" (2) by setting specific goals for meeting standards. The second step, determining acceptable evidence of learning, is the design of the summative assessment. This assessment should address all of the determined goals in step one. This assessment should be an accurate measure of the students' learning in the areas the goals were set. Step three, planning learning instruction, happens after the completion of steps one and two. Once goals are set and the summative assessment is made, the assessment can be broken down into smaller parts. Each day can then be planned in the unit with the addition of smaller, formative assessments that measure progress towards the summative assessments' learning goals.