

## UbD in a Nutshell

### Stage 2: Assessment Evidence

#### Performance Task(s):

- are needed as evidence of understanding because we have to see if the learners can apply their learning to various problems, situations, and contexts.
- should be as faithful as possible to real-world contexts, demands, messiness, audiences, and purposes
- should be written in the GRASPS format to make assessment tasks more authentic and engaging
- must be assessed using valid criteria and indicators, reflective of not only quality performance but related to the Desired Results of Stage 1.
- reflect the 6 Facets of understanding: explanation, interpretation, application, perspective, empathy, and self-understanding

WKBK = pp. 159 - 179; GRASPS pp. 170 - 172  
UbD2 = pp. 146 - 171

#### Other Evidence -

- is non-performance-based evidence collected to assess various Desired Results of Stage 1.
- is the place to identify conventional tests, quizzes, and assignments that round out the assessment picture of Stage 1.
- can overlap the performance-based evidence, thereby increasing the reliability of the overall assessment (especially if the performance task was done as a group)

WKBK = pp. 142 - 154

### STAGE 2

1. The focus in STAGE 2 is "valid evidence" - making sure that what we assess and how we assess follows logically from the STAGE 1 goals.
2. Assessing for understanding requires evidence of the student's ability to insightfully explain or interpret their learning - to "show their work" and to "justify" or "support" their performance/product with commentary.
3. Assessing for understanding also requires evidence of the student's ability to apply their learning in new, varied, and realistic situations - "doing" the subject as opposed to merely answering pat questions (transfer).
4. The 6 Facets of Understanding provide a helpful framework for building appropriate assessment tasks:
  - Explain: the student generalizes, makes connections, has a sound theory
  - Interpret: the student offers a plausible and supported account of text, data, experience
  - Apply: the student can transfer, adapt, adjust, address novel problems
  - Perspective: the student can see from different points of view
  - Empathy: the student can walk in the shoes of people/characters
  - Self-understanding: the student can self-assess, see the limits of their understanding
5. GRASPS is an acronym to help designers construct authentic scenarios for performance tasks:
  - Goal: the goal or challenge statement in the scenario
  - Role: the role the student plays in the scenario
  - Audience: the audience/client that the student must be concerned with in doing the task
  - Situation: the particular setting/context and its constraints and opportunities
  - Performance: the specific performance or product expected
  - Standards: the standards/criteria by which the work will be judged