

Assessment for Understanding



Begin planning both summative and formative assessment for the project.

First, determine what students would have to demonstrate and/or do to convince you that they truly understand the Big Idea satisfactorily.

Criteria: Brainstorm a list of criteria that students must meet for this threshold. The criteria should reflect any curriculum standards addressed through the project, and these should apply regardless of how the challenge is met by any given student(s).

Performance: Brainstorm a list of potential ways students might demonstrate their understanding (performance). Students should have as much choice as possible over how they will respond to the challenge as long as they meet the stated criteria. Having the criteria clearly articulated allows for greater latitude. The more choice students have, the greater responsibility they take for their own learning and the greater ownership they feel for the project and its outcome. Be prepared to allow performance options not previously envisioned as long as the criteria (above) can be met.

Guiding Activities: Consider and brainstorm prerequisite skills and understandings students might need to successfully address the Challenge. Take note of guiding questions derived from development of Essential Questions. Consider, also, potential misunderstandings, misconceptions, gaps in prior knowledge or skill, or layers of meaning that may need to be uncovered to fully consider the Big Idea or statement of Enduring Understanding. From this work you can develop a set of Guiding Activities to help scaffold student work leading up to the point at which they develop their action plan to meet the Challenge.