

Prioritizing course content

From: Grant Wiggins and Jay McTighe, Understanding by Design (1998)

<http://www.ascd.org/publications/books/103055.aspx>

Thinking like an Assessor	Thinking Like an Activity Designer
What would be sufficient & revealing evidence of understanding	What would be interesting and engaging activities on this topic?
What performance tasks must anchor the unit and focus the instructional work?	What resources and materials are available on this topic?
How will I be able to distinguish between those who really understand and those who don't (though they may seem to)?	What will students be doing in and out of class? What assignments will be given?
Against what criteria will I distinguish work?	How will I give students a grade (and justify it)?
What misunderstandings are likely? How will I check for those?	Did the activities work? Why or why not?

