|  |
| --- |
| **Stage 1- Desired Results**Stage 1 is where we determine what we want the end results to look like. At the end of stage 1, we have a clear picture of what students should know and be able to do as a result of taking the course. |
| **Step 1: Established Goals:**  |
| **Step 2: Major Topics:**  | **Step 3: Essential Questions:**  |
| **Step 4: Students will know…Students will be able to do…** |
| **Course Learning Outcomes (CLOs)**: | **Supporting Objectives (SOs)**: *(Optional)* |
| **Stage 2 – Assessment Evidence**Stage 2 tells us how we will know if students have achieved the outcomes of the course, and to what degree. Performance Tasks are the main evidence we use, and Other Evidence are the additional pieces of information that help us get an even clearer picture of what the students know or can do. |
| **Step1: Authentic Performance Tasks and Other Evidence:** |
| **Stage 3 – Learning Experiences**Stage 3 incorporates all of the learning experiences that will help students successfully complete the assessments. This is about teaching and learning in the classroom. This is where learner-centered instructional strategies come into play.  |
| **Step 1: Learning Activities:** Examples* Readings
* Assignments
* Formative assessments
* Labs
* Group work
* Learner centered strategies
* Practice/application
* Media to support learning
 |