


## Designing meaningful PBE: From Big Ideas to Assessment




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## WHERE DO WE BEGIN?



### Place-based education balances...

Backward Mapping	Forward Mapping
Exhibition/Problem Challenge	Student questions
Essential Question	Student project choice
Big Ideas/concepts	Choice of student actions



### Backwards Mapping (AKA Understanding by Design) Not always a linear process!!!

*(Adapted from Wiggins and McTighe)*

Unit/Learning Plan	Assessment	End Result
Lesson Plans Activities/Events Field Trips/Speakers  How will I teach them?	Formative Summative Authentic  How will they show me they understand?	Big Ideas Goals/Outcomes Essential Questions  What do I want them to understand and be able to do?

Step 3 ← Step 2 → Step 1

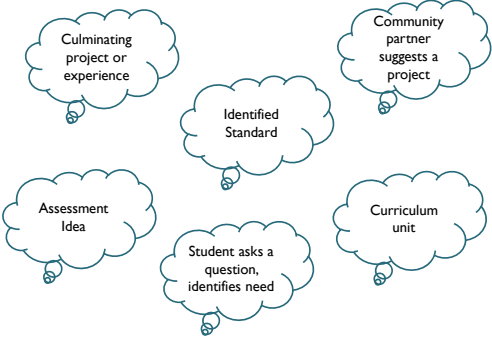
### Backwards Mapping

Not always a linear process!!

Unit/Learning Plan	Assessment	End Result
Lesson Plans Activities/Events Field Trips/Speakers  How will I teach them?	Formative Summative Authentic  How will they show me they understand?	What do I want them to understand & be able to do? Create concept maps of big ideas  Identify project and learning goals and culminating experiences Identify standards Connect to existing curriculum Sketch a timeline/pacing

Step 3 ← Step 2 → Step 1


### Entry points for PBE



- Culminating project or experience
- Community partner suggests a project
- Identified Standard
- Curriculum unit
- Student asks a question, identifies need
- Assessment Idea

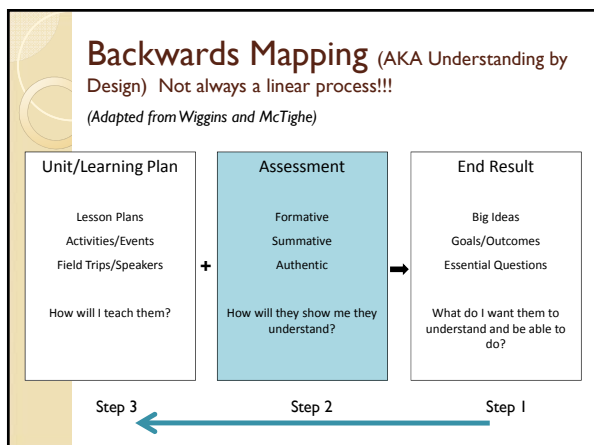
## Brainstorming

- Entry points for beginning PBE projects



## Examples of Entry Points:

Entry Point	Example
Culminating project or experience	Ann Arbor Learning Community – Creek Studies
Identified Standard	Neinas Elementary – Scientific Method/ UofM Dearborn partnership
Community partner suggests a project	DIT – Youth Ambassadors Weatherization work
Assessment Idea	East Arbor Academy – Mural Project
Student asks a question, identifies need	HODA – Tire Sweep
Curriculum Unit	Experiencia Academy – Water Studies



## Brainstorming

- Chalk Talk - Assessments

