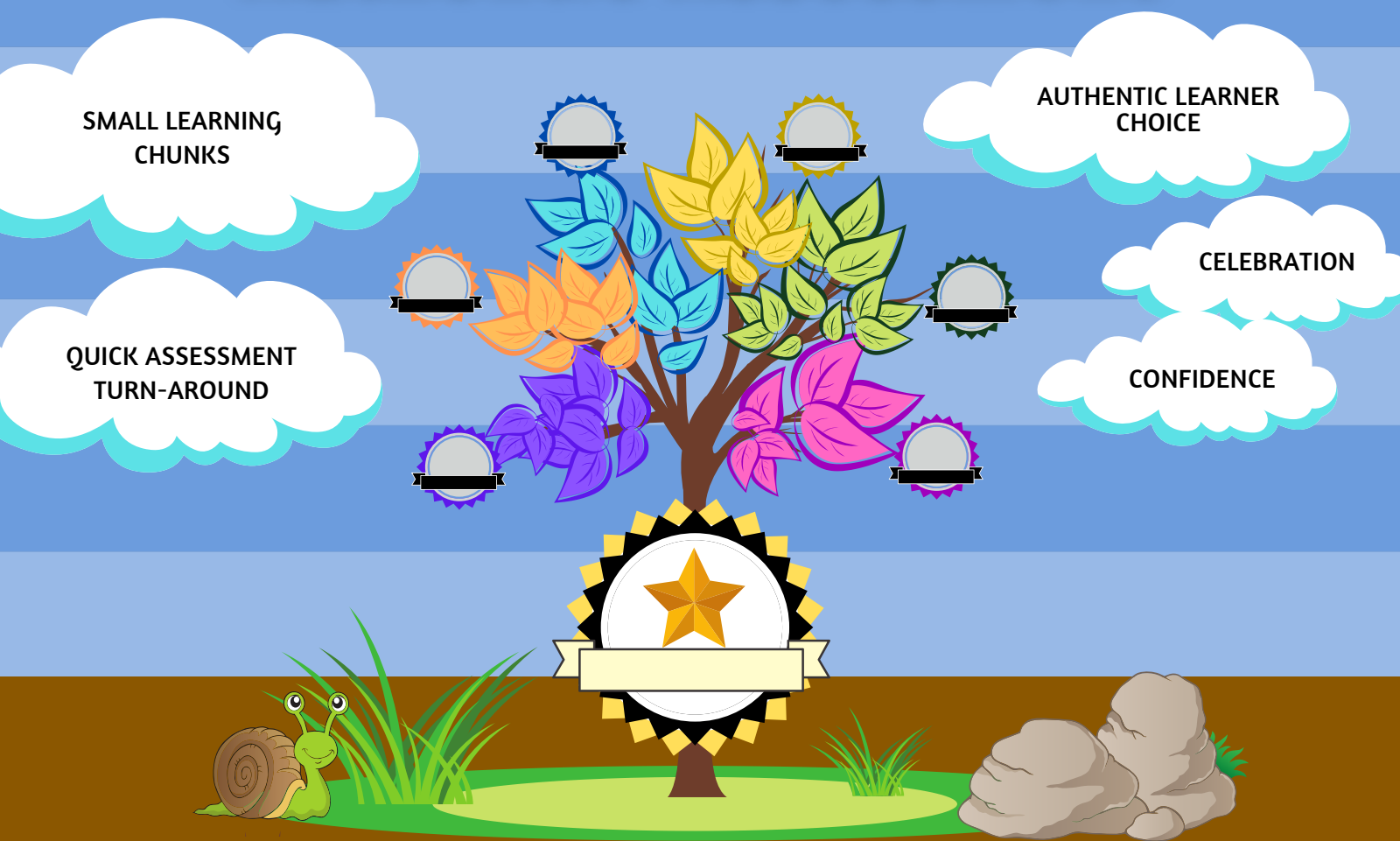
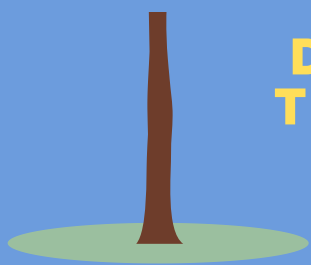


# Classroom Badges

## Backwards Planning for Authentic Assessment



Before you set out to create an instructional badging system, consider how you can deconstruct the content and empower your learners!



### DETERMINE THE UNIT OF STUDY

#### Umbrella Standard

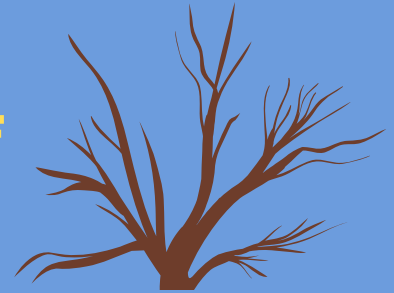
All learning branches out from a core unit or standard.

- Know your larger instructional goal.
- Reinforce that **how** the students get there matters less than **WHERE** you want them to go.

Lessons include many small branches of instruction and assessment that vary from learner to learner.

- Include **multiple opportunities** for students to show mastery while they learn.
- **Increase student engagement** as they interact with learners and content areas.

### PLAN THE LESSONS OF LEARNING



#### Sub-Standards

### IDENTIFY THE MEASURABLE OBJECTIVES



#### Micro-Tasks

Objectives & tasks grow from well-planned lessons with clear goals.

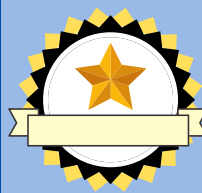
- Measure **mastery** in small chunks.
- Assess students in a variety of ways with **multiple attempts** to succeed.
- **Stack** smaller chunks of mastery to tell the learner-story.



### Micro Badges

- Represent proficiency at micro-tasks related to sub-standards
- Can stack in unique ways based on who earns them and when they are earned

**MICRO BADGES ARE MADE UP OF STUDENTS' EVIDENCE OF PROFICIENCY**



### Master Badge

- Represents proficiency of multiple sub-standards
- Signifies mastery of a larger standard or unit of study
- Should be shared, celebrated, and amplified

**A MASTER BADGE IS MADE UP OF MICRO BADGES -- THAT'S WHY IT'S SO VALUABLE**

Submit the Evidence

Earn the Micro Badge

Stack the Micro Badges

Unlock the Master Badge

