

Figure G.3

Generating Assessment Ideas Using the Facets

Stage 1	Stage 2	
If the desired result is for learners to... →	then you need evidence of the student's ability to... →	so the assessments need to require something like...
Understand that	Explain why similar items might command very different prices based on supply/demand.	• Provide an oral/written explanation of why prices of specific items vary (e.g., ski-lift tickets) as a function of supply and demand.
• Price is a function of supply and demand.	Interpret data on prices (e.g., changes in prices for the same item over time).	• Develop a PowerPoint presentation to explain fluctuations in prices over time (e.g., for gasoline or housing).
	Apply, by setting the right prices for items to be sold.	• Conduct consumer research to establish prices for a school store or a fund-raiser.
And thoughtfully consider the question(s) • What determines how much something costs? • What's a "good" price?	See from the points of view of buyers and sellers of the same commodity.	• Role-play a buyer-seller negotiation at a flea market, at a garage sale, or on eBay to illustrate different perspectives on price.
	Empathize with the inventor of a new product, trying to set a price; a buyer who has been "taken."	• Write a simulated journal entry as a (consumer, inventor, merchant, etc.) to reveal that person's thoughts and feelings regarding transactions.
	Overcome the naïve or biased idea that commodities have an inherent value or fixed price. Reflect on the influence of "sale prices" on your buying habits.	• Describe a specific case in which you (or someone else) came to understand that commodities do not have an inherent value or fixed price.

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there are constant formative assessments, in scrimmages and games, of your ability to perform increasingly independently with understanding. Our role as designers of assessment, therefore, is to design assessments that, over time, provide less and less prompting, scaffolding, hints, and reminders; our assessments should require students to increasingly self-direct, self-monitor, and self-adjust performance on their own.

Textbook Assessments

Our discussion of meaning-making and transfer should lead you to wonder about the appropriateness of many assessments provided in textbooks. How much of what is in your textbook can you use as is, and how much of your unit (especially