

# DESIGNING TEMPLATE for Student Performance Tasks

## Essential “Driving” Question (E)

*What is/are the overarching reasoning/thinking question(s) that guide this performance task?*

## Standards / Key Concepts / Enduring Understandings (H)

*What standard(s), key concept, or understandings are students expected to demonstrate mastery of with this performance task?*

## Context for Assignment

*Provide any additional background information that sets the stage for this assignment.*

## Scenario (A)

*Develop a narrative performance task scenario that describes the APPLICATION of your topic information to a real-world situation and what you will need to produce with your information for your audience.*

## Cognitive Difficulty Level -NEW Bloom's Taxonomy (H)

	Recalling, identifying, or describing EXISTING information (Remembering - LOTS)
	Understanding, summarizing, or paraphrasing EXISTING information (Understanding - LOTS)
	Using EXISTING information in a new way (Applying - LOTS)
	Comparing, breaking down, deciding or re-organizing BEYOND existing information (Analysis - HOTS)
	Judging, hypothesizing, or critical thinking BEYOND existing information (Evaluating– HOTS)
	Constructing, planning, inventing or producing BEYOND existing information (Creating – HOTS)

## Type of Communication – Selecting Purpose (H)

*The types of communication represent possible student products in the various genres of writing. Choose the type of communication to be used by students in their product.*

	Personal Expression (Narrative)		Summary Report (Informative/Expository)
	Myth/Folk Tale (Narrative)		Book Report (Informative/Expository)
	Short Story (Narrative)		How-to Directions (Informative/Expository)
	DocuDrama (Narrative)		Biography (Informative/Expository)
	Advertisements/PSA (Persuasive)		Describe/Conclude (Persuasive)
	Documentary (Persuasive)		Analyze/Conclude (Persuasive)
	Cause/Effect (Persuasive)		Analyze/Persuade (Persuasive)
	Compare/Contrast (Persuasive)		Participatory (Persuasive) – users contributes content

## Student-Driven Learning (E)

*Who owns the choices and responsibility for planning, implementation, and assessment of this task?*

<input type="checkbox"/>	Teacher takes the lead in organizing the task – the same task for all – no choices - differentiation – no student input
<input type="checkbox"/>	Teacher takes the lead in organizing the task developing multiple student choices – no student input
<input type="checkbox"/>	Teacher organizes tasks with multiple choices using student interests and differentiation strategies with student input
<input type="checkbox"/>	Students guided to take responsibility for developing OWN topic and task along with implementation and assessment

## Student-Empowered Agency / Affinity (E)

*What processes are targeted to increase student AGENCY / AFFINITY for activating ownership/responsibility/voice in learning?*

<input type="checkbox"/>	(Topics) Students guided to take responsibility for developing OWN topic that demonstrate understanding of key concepts
<input type="checkbox"/>	(Topics) Students guided to take explore and use their individual interests in demonstrating understandings of key concepts
<input type="checkbox"/>	(Questions) Students guided to take responsibility for developing OWN reasoning questions for learning tasks/projects
<input type="checkbox"/>	(Scenarios) Students guided to take responsibility for developing OWN scenarios for roles/audiences and learning tasks
<input type="checkbox"/>	(Implementation) Students guided to take responsibility for choosing / using tools that match interest and purpose in tasks
<input type="checkbox"/>	(Implementation) Students guided to take responsibility for processes, resources and learning activities needed
<input type="checkbox"/>	(Implementation) Students guided to take responsibility for pacing, mapping goals and meeting deadlines
<input type="checkbox"/>	(Assessment) Students guided to take responsibility for designing or co-designing assessment tools for exemplar work
<input type="checkbox"/>	(Assessment) Students guided to take responsibility for formal / informal reflection DURING learning tasks / projects
<input type="checkbox"/>	(Assessment) Students guided to take responsibility for CRITICAL FRIEND feedback during learning tasks / projects
<input type="checkbox"/>	(Assessment) Students guided to take responsibility for CULMINATING assessment of learning tasks / projects

## Cognitive Apprenticeship: Learner's Role (A)

*Choosing roles provides context for WHY and HOW the Topic will be useful or replicate a REAL WORLD challenge or task. Who in the real-world would be investigating this question or task? Or need to develop expertise in these concepts?*

<input type="checkbox"/> Actor	<input type="checkbox"/> Coach	<input type="checkbox"/> Judge	<input type="checkbox"/> Poet	<input type="checkbox"/> Park Ranger
<input type="checkbox"/> Author	<input type="checkbox"/> Engineer	<input type="checkbox"/> Sculptor	<input type="checkbox"/> Reporter	<input type="checkbox"/> Travel Agent
<input type="checkbox"/> Curator	<input type="checkbox"/> Ambassador	<input type="checkbox"/> Chairman	<input type="checkbox"/> Detective	<input type="checkbox"/> Historical Figure
<input type="checkbox"/> ZooKeeper	<input type="checkbox"/> Archeologist	<input type="checkbox"/> Mayor	<input type="checkbox"/> Tour Guide	<input type="checkbox"/> Business Person

Other (Describe below):

## Cognitive Apprenticeship: Audience's Role (A)

*Who in the real-world would find the investigation/answer to the question or expertise in these concepts useful or beneficial?*

<input type="checkbox"/> Actor	<input type="checkbox"/> Coach	<input type="checkbox"/> Judge	<input type="checkbox"/> Poet	<input type="checkbox"/> Park Ranger
<input type="checkbox"/> Author	<input type="checkbox"/> Engineer	<input type="checkbox"/> Sculptor	<input type="checkbox"/> Reporter	<input type="checkbox"/> Travel Agent
<input type="checkbox"/> Curator	<input type="checkbox"/> Ambassador	<input type="checkbox"/> Chairman	<input type="checkbox"/> Detective	<input type="checkbox"/> Historical Figure
<input type="checkbox"/> ZooKeeper	<input type="checkbox"/> Archeologist	<input type="checkbox"/> Mayor	<input type="checkbox"/> Tour Guide	<input type="checkbox"/> Business Person

Other (Describe below):

### **Cognitive Apprenticeship: Useful and Beneficial (A)**

*To what degree is the student product useful and beneficial to others?*

	Student work not developed to be useful or beneficial beyond a learning experience for the student (no rubric or grade)
	Student work developed as evidence of learning curriculum concepts for the teacher
	Student work developed as evidence of genuine learning useful and beneficial for simulated, authentic audience
	Student work developed as evidence of genuine learning useful and beneficial for authentic, real-world audience

### **Collaboration (A)**

*To what degree do students collaborate to design, implement and assess the learning task / project? Is there any work with experts outside the classroom planned to support the learning tasks / projects?*

	Task(s) designed for individual work (none)
	Task(s) designed for small groups (unstructured teamwork)
	Task(s) designed for cooperative groups (teacher-directed, structured intra-dependence w/ designated roles)
	Task(s) designed for collaborative groups modeling real-world work (self-organizing/self-managing)
	Task(s) designed to engaged experts outside the classroom as resources to investigation and/or critical friend feedback

### **Where is technology to be used in the learning process? Identify specific technology tools being used (T):**

	(Processes) Communication / Collaboration/ Reflection	
	Pre-Planning – Meaning Making	
	Research/Investigation – Meaning Making	
	Knowledge Construction - Meaning Making	
	Media Editing / Construction – Media Making	
	Final Product Development - Media Making	
	Publishing - Processes	
	Assessment - Processes	
	Reflection/Feedback - Processes	

## Overall Role of Technology Use in Learning Tasks / Projects (T)

	Literacy = Technology used but expectations for content superficial, students focused learning/practicing tech skills
	Adapting = Technology use connected to fact-based content but role of students is primarily information consumers
	Transforming = Technology use connected to rigorous content with role of students as information producers

*Brief reflection HOW or WHY you selected L-A-T:*

## Assessment Tools To Be Used (H)

List AND attach assessment instruments (rubrics, checklists, student exemplars) to be used in evaluating student performance task.

## Reflections AFTER Implementation

### Learning Tasks

*Describe the learning experience(s) during the execution of the performance task(s) - What worked? Any surprises? What could have worked better?*

### Technology Use

*Describe the learning experience(s) of using technologies – what worked? Any surprises? What could have worked better?*

### Final Reflection – Learning Forward

*What advice would you give yourself or other teachers to increase the quality of student learning and work for this performance task the NEXT time?*