

APPENDIX A

Project and Performance Task Planner Template

Title:

Content Area:

Grade Level:

Duration:

<p>1. Standards to be Assessed (2–5 standards): <i>Identify specific Standards of Learning (CCSS or SOLs).</i> <i>Literacy Connection(s)</i> <i>Numeracy Connection(s)</i></p>	<p>2. Learning Intentions: <i>Student-friendly statements identifying the observable or measurable outcomes desired.</i></p>
<p>3. Performance Task Situation or Project Description: <i>Describe the task(s) to be assessed. What major concept(s) will students explore and conjure a solution(s) to complete the task?</i></p>	
<p>4. Product(s) and/or Performance Task: <i>What will students produce as evidence of attainment of learning intentions?</i></p>	

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5. Authentic Audience:

The audience comprises individuals interested in the findings and products that students create. There may be a call to action for the audience to assist with the project made by the presenter(s).

6. Student Role(s):

The role provides the student with the opportunity to assume the career role or job associated with accomplishing the goal(s) of the project or performance task.

7. Driving Question (DQ):

This unit plan's central question, used to guide students throughout the learning process.

8. Alignment Tool for Student Task Instructions and Teaching:

Use the following alignment tool to organize formative assessments and lessons/scaffolds for each learning intention. Also, consider which learning activities align best with the intended standards and outcomes, the completion timeline, and the materials or resources students need. See Table 4.1 in Chapter 4 for a completed example.

PRODUCT(S) AND TASKS	LEARNING INTENTIONS AND PACING	FORMAL AND INFORMAL FORMATIVE ASSESSMENTS	MINI-LESSONS, HIGH-YIELDING STRATEGIES, AND SCAFFOLDS

9. Scoring:

Single-point rubric tool for scoring products and performance tasks. See Table 5.1 in Chapter 5 for a completed example.

EMERGING 1-3 PROVIDE FEEDBACK FOR IMPROVEMENT	PROFICIENT 4 GRADE-LEVEL EXPECTATIONS MET PROVIDE FEEDBACK FOR IMPROVEMENT	HIGHLY PROFICIENT 5 PROVIDE FEEDBACK FOR IMPROVEMENT	SCORE
	I have . . . (Standard #)		/5
	I have . . . (Standard #)		/5
	I have . . . (Standard #)		/5
	I have . . . (Standard #)		/5
Total			/20

10. Student Engagement and Academic Achievement Monitoring:

Monitor engagement by asking questions and leading discussions, observing participation in collaborative work by seeing how students respond in smaller settings, and polling students using engagement surveys.

Academic achievement should be monitored daily using formative assessments. Good ones for strengthening core instruction may include thumbs-up responses, exit tickets, and quizzes. Biweekly, end-of-unit, and benchmark assessments are metrics your district may have in place for you to use.

11. Teacher Reflection for Understanding Your Own Impact:

Following implementation, consider how learning experiences can be improved in future iterations of this project.

Surveying, polling, and student conferences can help improve teaching impact. You might ask questions such as the following:

- Which classroom activities help you learn most?
- What changes do you recommend I make to help you learn better?
- What motivates you to learn most?
- What can I do better?

SOURCE: Inspired by GRASP Model by Jay McTighe. By Lifelong Learning Defined, Inc.

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