@kjdoubet

ENGAGEMENT THROUGH THE USE OF PERFORMANCE TASKS AND PBL

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Emma Lazarus High School ▪ November 5-6, 2018

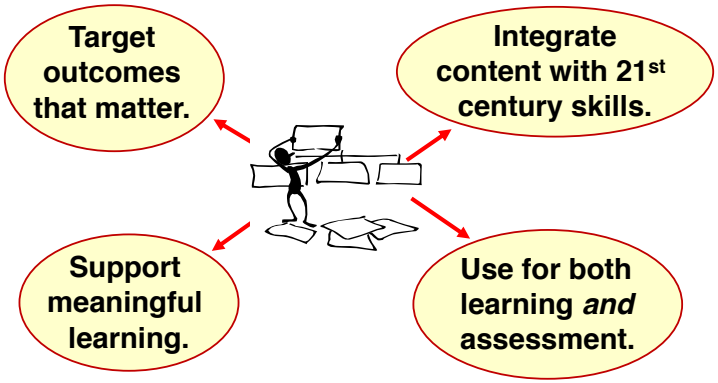
Based on McTighe, Doubet, & Carbaugh (2019)

Download Handouts at **www.KristinaDoubet.com**

Goals For Our Time

- ✓ Explore the areas of overlap and distinction between Performance Tasks and Project-Based Learning
- ✓ Examine using "Design Variables" as a means to construct tasks or projects to meet learner/school needs
- ✓ Analyze several Design Tools for use in task design
- ✓ Design both short- and long-term performance-based tasks for use in your classroom

Authentic Tasks and Projects



Performance Task Investigation

- Go to https://padlet.com/DoubetKJ/PTs
- Examine the examples on that site. Take your time. Go "wide" first…. Then choose a few examples to examine in more depth.
- Which tasks are you drawn to? Why? Which are best suited for your teachers? Why
- What are the similarities among the examples you examined? What are the differences?

Models – PTs and PBL

Now look back at your top choices from the Padlet examination. To which model were you more drawn? Why do you think that is?

Performance-Tasks	Project-Based Learning (PBL)
■ A "learning activity or assessment that that asks students to construct a multi-faceted response, create a product, or produce a demonstration. In other words, to perform with their learning."	■ A "pedagogical approach in which learning develops as students pursue answers to complex questions through [collaborative] work on extended learner-directed projects."

McTighe, Doubet, & Carbaugh, 2019

PTs and PBL: What's the Overlap?

- Performance assessments and projects have many common features; the lines between them can be blurry.
- Not necessarily dichotomous, "either or" choices.
- Better viewed in terms of a series of **design variables**, with each operating like a sliding control on a sound or lighting board. They vary according to…
  - *…targeted outcomes*
  - *…purpose of the task or project*
  - *…available resources (including time, materials, equipment)*
  - *…nature and needs of the students*
  - *…feasibility of implementation*

Design Variables for Performance Task and Projects

1. Time Frame – *How long will students be involved in this task or project (including time for presentations and evaluations)?*
2. Integration of Subjects – *To what extent is the task/project interdisciplinary?*
3. Cognitive Demand/Rigor – *Where does the task/project fall on the Depth of Knowledge (DOK) scale?*
4. Level of Inquiry – *Are students engaged in the process of answering a question, exploring an issue, or solving a problem?*
5. Degree of Authenticity – *To what extent is the task/project authentic; i.e., featuring a real challenge, problem, issue; genuine product/performance; authentic audience; and real-world constraints?*
6. Audience(s) for Student Product(s) /Performance(s) – *To whom will students present their products and performances?*
7. Access to Resources – *To what extent will the resources needed (e.g., information, supplies, equipment) be provided?*
8. Direction – *Who will direct the task/project?*
9. Student Choice – *To what extent will students have choices regarding any of the following: – task/project topic, question, problem, issue? – product(s)/ performance(s)? – audience(s)?*
10. Degree of Scaffolding – *To what degree will students be provided with instructional support and scaffolding as they work on the task?*
11. Performance Mode – *How will students work?*
12. Evaluation of Student Products/Performances – *Who will be involved in evaluating student products and performances?*

Design Variables for Performance Tasks and Projects

1. Time Frame – *How long will students be involved in this task or project (including time for presentations and evaluations)?*

1-4 Class Periods | 5-10 Class Periods | More than 2 Weeks

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2. Integration of Subjects – *To what extent is the task/project interdisciplinary?*

Single Discipline | Two Disciplines | Multi-disciplinary

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3. Cognitive Demand/Rigor – *Where does the task/project fall on the Depth of Knowledge (DOK) scale?*

DOK - Level 2 | DOK - Level 3 | DOK - Level 4

++

4. Level of Inquiry – *Are students engaged in the process of answering a question, exploring an issue, or solving a problem?*

Limited/No Inquiry | Structured/Guided Inquiry | Open Inquiry

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Read the Article and be Ready to Discuss

https://tinyurl.com/berger-do

Article Discussion Prompts

🔗 ***Connections*:** What connections do you draw between this article and your own teaching, learning, or leading?

→← ***Challenge*:** What ideas, positions, or assumptions do you want to challenge or argue with in this article?

o ***Concepts*:** What key concepts or ideas do you think are important and worth holding onto from this article?

Δ ***Changes*:** What changes in attitudes, thinking, or action are suggested or reflected by this article, **for schools implementing PBA or PBL**?

Prompts based on *Making Thinking Visible (2011),* Ritchhart, Church, and Morrison; Discussion cues from Doubet & Hockett (2015; 2017)

Webb's Depth of Knowledge (DOK) Framework

One: Recall (Who, What, When, Where, Why)	**Identify, List, Recognize, Tell, Recall, Repeat, Define, Calculate, Arrange, State**
Two: Skill/Concept	**Identify Patterns, Separate, Estimate, If/Then, Observe, Summarize, Categorize, Predict**
Three: Strategic Thinking	**Revise, Hypothesize, Formulate, Investigate, Construct, Assess, Develop, Appraise**
Four: Extended Thinking	**Connect, Synthesize, Create, Prove, Apply, Design, Evaluate**

Webb's Depth of Knowledge 1-2

Level 1

- Requires students to recite or recall information including facts, formulae, or simple procedures.
- May require students to demonstrate a rote response, use a well-known formula,

follow a set procedure (like a recipe), or perform a clearly defined series of steps.

- Typically focuses on a "correct" answer.

Level 2

- Focuses on application of basic skills and concepts.
- Involves some reasoning beyond recall.
- Requires students to perform two or more steps and make some decisions on how to approach the task or problem.

McTighe, Doubet, & Carbaugh, 2019

Webb's Depth of Knowledge 3-4

Level 3

- Requires strategic thinking and reasoning applied to situations that general do not have a single "right" answer.
- Requires students to go beyond the information given to generalize, connect ideas, evaluate, and problem solve.
- Expects students to support their interpretations and conclusions with evidence and to "explain their thinking."

Level 4

- Requires extended thinking and complex reasoning over an extended period of time.
- Expects students to transfer their learning to novel, complex and "messy" situations.
- Requires students to devise an approach among many alternatives for how to approach the task or problem.
- May require students to develop a hypothesis and perform complex analysis.

McTighe, Doubet, & Carbaugh, 2019

Doubet & Hockett, 2015

Webb's DOK Level	Overlap with Bloom's	Key Verbs	Sample Questions
Level 1: Recall *Who, what, when, where, why*	Remembering/ Understanding	Arrange, calculate, define, identify, list, measure, recall, recognize, repeat, state, use	• How would you explain the difference between internal and external conflict? • Where were the majority of the battles in this war fought? Why? • Find the equation of the straight line that has slope $m = 2$ and passes through the line $(-1, -4)$. • What is meant by "negative" feedback and "positive" feedback with regard to maintaining homeostasis?
Level 2: Skill/Concept *Beyond recall; requires processing*	Applying	Categorize, estimate, identify patterns, consider if/then, organize, predict, separate, summarize	• What ideas show which type of conflict—internal or external—is at work in this passage? • What inference can you make about what was lost on both sides (in addition to soldiers' lives) in these battles? • Examine the three different slopes represented in graphs of three different lines. Predict the order of the lines' slopes from least to greatest. • Summarize the body's negative feedback system in maintaining homeostasis regarding body temperature when exposed to extreme cold.
Level 3: Strategic Thinking *Requires mental processing at a higher level*	Analyzing/ Evaluating	Appraise, assess, compare, critique, formulate, hypothesize, investigate, revise	• Assess this character's response to conflict thus far. How has conflict changed her, and how has she changed in her response to conflict? • How might have the strategy on each side of the battle been adjusted to minimize losses? • Using what you've learned from our exploration of finding slope by examining the relationship between the increase in x and the increase in y, how would you generalize a formula for finding slope? • Compare the positive feedback system that occurs in women's bodies during childbirth with one of the positive feedback systems associated with climate change.
Level 4: Extended Thinking *Requires planning and develop-ing; therefore, extended time is necessary*	Evaluating/ Creating	Apply concepts to, connect, create, critique (more factors), design, prove, synthesize	• Which character from this literary work might you point to as someone for this character to emulate in handling future conflicts, and how should the character follow suit? • Taking multiple, consecutive battles into account, what could have been done to maximize resources and minimize risks? • "Conduct an investigation, from specifying a problem to designing and carrying out an experiment, to analyzing its data and forming conclusions" (Webb et al., 2005, p. 59). • "Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis" (NGSS-HS-LS1-3).

"...higher-order thinking over some extended period of time (complex, conceptual, disciplinary)" = TEACHING FOR TRANSFER

Design Variables for Performance Tasks and Projects

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   Single Discipline | Two Disciplines | Multi-disciplinary

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   Limited/No Inquiry | Structured/Guided Inquiry | Open Inquiry

Julie's Transfer Goal

- Apply data and understanding of natural phenomenon to determine what impact a [new element] would have on an ecosystem [geographic, economic, cultural, etc.].

Teaching for Transfer – MS Science

Evaluate the impact of the introduction of a foreign substance on and ecosystem

- Analyze Data to make predictions regarding natural phenomena
- Evaluate data-analysis findings to predict ecological impact
- Analyze Data through a stakeholder lens to determine social, economic, and/or cultural impact

Julie's lessons engage her students by giving them the opportunity to apply what they've learned about natural phenomena AND stakeholder perspectives to make a case for saving a particular part of an ecosystem.

Middle School Science Task

- Goal: Apply scientific data to determine the impact a pollutant would have on an ecosystem; evaluate data in terms of stakeholder lenses.
- Role: A Given Stakeholder (Tourism board, fisherman, etc.)
- Audience: Local Government of Prince William Sound, Alaska
- Situation: The Exxon Valdez has crashed and the oil spill is spreading, and it will impact many sites throughout the community. Examine the data on currents, weather patterns, wildlife and human needs, etc. Then, taking all data into account, but through the lens of your stakeholder, make a decision about which site should be protected.
- Performance/Product: Use data and persuasive techniques to make a case for protecting a certain site in Prince William sound. You must submit a Cost-Benefit Analysis chart reflecting all stakeholders' perspectives as well as a written proposal advocating for your site recommendation.

Ms. Julie Martinek

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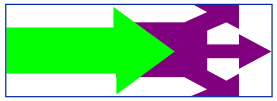
Example:

Making the Grade



Your math teacher will allow you to select the measure of central tendency (i.e., mean, median or mode) by which your quarterly grade will be calculated.

Review your grades for quizzes, tests, and homework to decide which measure of central tendency will be best for your situation. Write a note to your teacher explaining why you selected that method.

http://markwise8.wix.com/globalchallenge

Design Variables for Performance Tasks and Projects

5. **Degree of Authenticity** – *To what extent is the task/project authentic; i.e., featuring a real challenge, problem, issue; genuine product/performance; real-world constraints?*

   Decontextualized — Simulates an Authentic Context — Fully Authentic

6. **Audience(s) for Student Product(s) /Performance(s)** – *To whom will students present their products and performances?*

   Classroom Teacher — Other Students/School Staff — Authentic Audience beyond School

7. **Access to Resources** – *To what extent will the resources needed (e.g., information, supplies, equipment) be provided?*

   All Resources Provided — Some Provided — Students Locate all Needed Resources

8. **Direction** – *Who will direct the task/project?*

   Teacher Directed — Teachers w/ Some Student Self-Direction — Student Directed

Authenticity Four Ways

1) Context (e.g., what kinds of problems do historians solve?)	2) The use of real world processes, tasks, tools, and quality standards (e.g., what level of precision is necessary when designing a scientific experiment?)
3) Impact on others (e.g. how might these findings help improve society?)	4) Personal authenticity (e.g. how does the media impact how my family perceives important issues?)

Buck Institute for Education, 2015

1. Authentic context -Driving Question: Were certain historical events inevitable? -Task: Students investigate whether U.S. involvement in World War II could have been avoided, and if so, how?	**2. The use of real world processes, tasks, tools, and quality standards** -Driving Question: How can we determine the quality of art? -Task: Students select a well-known artist and research his or her first "breakthrough" piece. What is different about his or her work from that point forward?
3. Impact on others Driving Question: How can our words and deeds impact others? -Task: Students survey patients at a local children's hospital to determine their favorite types of stories. They then write stories of interest to the children at the hospital. Students also research existing stories that align with their interests and provide the patients with copies or a list of these stories.	**4. Personal authenticity** -Driving Question: How can I design or improve a product or process? -Task: Students pick an area of interest and propose a way of improving a product or process to address it. Present your design idea to a "shark tank" panel to convince them to invest in your idea.

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Using the next 6 examples in your handout, identify how authenticity is established in each task. Keep in mind that one task might be authentic in multiple ways. Be ready to share your thoughts.

© McTighe, Doubet, & Carbaugh (2019). *Authentic Tasks and Projects*. ASCD (2019).

Example 1: Active Citizen

- Driving Question: How can we convince others to support our position?
- Transfer Goal (#5): Construct arguments and draw conclusions based on evidence
- Possible Knowledge and Skills:
  - *Knowledge: various political roles and systems, elements of a persuasive argument*
  - *Skills: be able to analyze sources for key information, cite references*
- Task: You have the option of selecting among several teacher-identified political issues (or having one of your own approved). Once your issue has been selected, you will be provided with several sources with information about your issue (or conduct your own research). After analyzing the sources, prepare a position paper or presentation for a public policy maker (e.g., Congress person) or group (e.g., school board, legislative committee). Assume that the policy maker or group is opposed to your position. Your position statement should provide an overview of the issue, present your position, and rebut opposing positions to attempt to persuade the public policy maker or group to vote accordingly. Cite relevant evidence to support your argument. Your position can be communicated via a written report, blog, or as a presentation.

Source: Littleton Schools

Example 2: Scientific Investigator

- Driving Question: How can we investigate the validity of a claim?
- Transfer Goal: Develop an investigation to test a claim
- Possible Knowledge and Skills to be acquired:
  - *Knowledge: aspects of an investigation, elements of a quality report/presentation, jobs of lab investigators*
  - *Skills: be able to develop a quality report or presentation*
- Task: The Pooper Scooper Kitty Litter Company claims that their litter is 40% more absorbent than other brands. You are a Consumer Advocates researcher who has been asked to evaluate their claim. Develop a plan for conducting the investigation to determine the accuracy of the kitty litter company's claim. Your plan should be specific enough so that the lab investigators could follow it to evaluate the claim. You should also prepare a presentation or report that will clearly communicate your findings to potential consumers.
- Source: McTighe, 2013

Example 3: Drywalling a Home (Math)

- Driving Question: How can we determine the reasonableness of a particular cost?
- Transfer Goal: Defend a position using mathematical reasoning?
- Possible Knowledge and Skills
  - *Knowledge: Formulas for area and perimeter*
  - *Skills: be able to solve for area and perimeter, measure precisely*
- A homeowner has asked you to review a dry walling contractor's proposal to determine whether the homeowner is being overcharged. (Students are given room dimensions and cost figures for materials, labor, and a 20 percent profit.) Examine the proposal and write a letter to the homeowner providing your evaluation of the proposal. Be sure to show your calculations so that the homeowner will understand how you arrived at your conclusion.

Task Source: Wiggins & McTighe, 2004

Example 4: The Global Challenge (Multidisciplinary)

- Driving Question: How can we help solve the world's problems?
- Transfer Goal: Based on research, propose and defend solutions to global issues
- Possible Knowledge and Skills:
  - *Skills: Be able to annotate key sources to support an argument, write for an intended audience*
  - *Knowledge: reputable sources for factual information, key components of an effective proposal*
- At the end of the school year, eighth grade students work in teams on a week-long project based the United Nations' 17 Sustainable Development Goals (SDGs). Each student chooses a global development challenge of interest (e.g., malnutrition, education, gender equality, the environment) and then joins four other students to research the challenge, define problems and propose solutions. They then develop a proposal for funding to present to a panel of adults in a simulated "Shark Tank" setting. Students are assessed on developed rubrics on Problem Solving, Communication, Collaboration and Result (i.e., did the panelists approve their funding request?)
- Source: Wise and McTighe, 2017 http://markwise8.wixsite.com/globalchallenge

Example 5: Mythic Job Search (ELA)

- Driving Question: What makes someone a "hero?"
- Transfer Goal: Write persuasively and in a specific form for an intended audience
- Possible Knowledge and Skills
  - *Knowledge: Elements of a business letter, types of persuasive techniques, key characteristics of a hero*
  - *Skills: be able to analyze text for meaning*
- Your task is to select an epic hero from the literature we have read and write a letter to the hero in which you apply for a job as a crew member on his or her expeditions. In the letter, you must be specific about the position for which you are applying, your qualifications for the job, and why you feel you would be an asset to the crew. Be sure to make your letter persuasive by making it clear that you understand the particular struggles and adventures the hero and crew have already undertaken, and how you might be of value to them in handling such situations and difficulties. Write in business-letter form, and include a résumé.

Task Source: Wiggins & McTighe, 2004

Example 6: Tiny House Project (Multidisciplinary)

Driving Question: How can a house operate "off the grid?"

- Transfer Goals: Design and construct a model home that is energy self-sufficient, develop a website
- Possible Knowledge and Skills:
  - *Skills: be able to research energy efficient and self-sufficient homes*
  - *Knowledge: Elements of effective web design, technologies that promote energy self-sufficiency*
- High school students work in teams to research, design and construct a model of a "tiny" house that is energy self-sufficient. Teams create a website to document their process as well as what they have done to make the house energy self-sufficient. The project culminates with a public showing of the model during a school-wide design competition.
- Source: High Tech High School

Design Variables for Performance Tasks and Projects

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Teacher Directed | Teachers w/ Some Student Self-Direction | Student Directed

Authentic Product

What do people in the real world produce? How might those same products capture the kinds of skills we are trying to teach?

Both

Infographics (They're Everywhere!)

New York Times

Real Simple magazine

Doubet & Southall, 2018

Infographic Directions

- GO to Commonlit.org
  - *Click on "Library" in top left*
  - *Select "Genre" from the dropdown menu*
  - *Choose "Informational Texts"*
- Choose and read an article that looks interesting to you.
- Go to Canva and choose "infographic" from the menu on the left
- Explore the kinds of infographic templates available. Pay particular attention to "Education," "Process," and "Timeline."
- Browse the selections and choose one that might be of interest (and on grade level for) your students.
- Look back at the Canva Infographic templates. Choose one that might be the most helpful for capturing the information from the article.
- Choose the "just right" words and images to capture the essence of your article in an infographic!

Other Ideas for "FUN With Canva Templates"

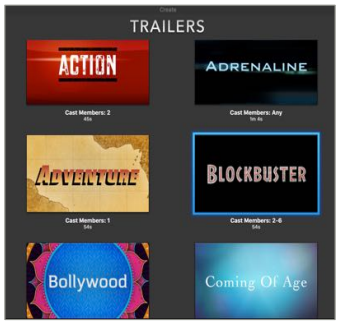
- Students create personal "Postcards" to introduce themselves at the beginning of the year.
- Students utilize characterization techniques to create "business cards" or "resumes" for characters, historical figures, etc.
- Students summarize a text by making a "10 Things you Need to Know" infographic
- Students use a "process" infographic template to chart the evolution of a character, scientific process, mathematical problem-solving process, historical trend, etc.

Doubet, 2018

Digital Format Choices

CANVA – 6-Word Memoir

iMovie Trailer Templates



iMovie Trailer

Teacher Use

- Use a combination of videos and text to use as a summary, a hook, or a transition in a lesson or unit

Student Use

- Students – individually or in groups – create and combine videos and text to demonstrate mastery of learning goals in a succinct format

Example from McIrghe, Doubet, & Carbaugh (2019)

Middle/High School ELA

GOAL: Select and manipulate language to craft powerful messages that bring about changes in readers' impressions, perspectives, beliefs, or actions.

Role	Audience	Product/Performance (Format)	Situation (Topic)
Storyteller	Listeners of "The Moth" – A Podcast featuring amateur storytellers sharing significant life events	A Podcast (recorded story with script) of a pivotal moment in your life.	You have been selected to share your "pivotal moment" story on "The Moth" podcast.
Author	Members of the Scholastic Art and Writing Award committee for the new edition of The Best Teen Writing	Story or Essay adhering to The Best Teen Writing's publishing guidelines	This year's edition's theme is "The Power of Words"
Journalist	Selection committee for new articles at Commonlit.org, which is soliciting student-created Informational Texts	An original piece – with supporting evidence – on what actually can "buy" or give us happiness	Commonlit.org has put out a call for the student perspective on what leads to happiness (to add a new theme to those we studied in class).

Other "Mentor Text" Podcasts

A Way with Words

A public radio program about language examined through history, culture, and family.

Rough Translation

How are the things we're talking about being talked about somewhere else in the world? Gregory Warner tells stories that follow familiar conversations into unfamiliar territory.

How I Built This

How I Built This weaves a narrative journey about innovators, entrepreneurs and idealists—and the movements they built.

By the Book

The hosts chronicle life as they live by the rules of a different self-help book each episode to figure out which ones might actually be life changing.

Revisionist History

Malcolm Gladwell's journey through the overlooked and the misunderstood. Every episode re-examines something from the past—an event, a person, an idea, even a song—and asks whether we got it right the first time.

Planet Money

The economy explained. Imagine you could call up a friend and say, "Meet me ... and tell me what's going on with the economy." Now imagine that's actually a fun evening

Public Product

The Buck Institute (2015) notes three major reasons for including public products as a key component to high-quality task design:

- First, public products add authenticity which can motivate and encourage students to ensure their work is polished and professional.
- Second, extending PBL beyond a teacher-student event adds a social dimension which, employed effectively, can positively impact the school culture and classroom community by involving others in what should be learned and what quality evidence of learning looks like.
- Last, making student work public helps to communicate why PBL is a valuable model

What resources does your school or community have to offer that/who could serve as 'audiences" for your students' work? How could you harness the online world to serve as "audiences" for your students' work?

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Example:

See My World

You have recently analyzed the narrative work of Faith Ringgold to identify ways she communicated ideas about her world. Think about your own world – your family, friends, hobbies and interests, daily experiences, and the things that are important to you. Select a drawing or painting medium, or use mixed media to create your own narrative work that visually communicates personal ideas about your world.

Example:

How To Perform a Task

Since you are an accomplished _____, you have been asked to develop a step-by-step guide to help other kids learn how to do it.

Your directions should include clear instructions and visuals to help others learn how to _____ like you.

Example:

What's Your Position?

After reading _____ (literature or informational texts), write _____ (essay or substitute) that compares _____ (content) and argues _____ (content). Be sure to support your position with evidence from the texts.

Example:

Drone On…

Should drones be regulated?

After researching possible commercial uses of drones and examining various opinions on the issue, develop your own position and develop a (policy brief, editorial, blog) that argues for your position. Support your position with evidence from your research, while acknowledging competing views.

Let's Get to Work!

- Identify a standard
- Break it down to examine the embedded skills; select a portion of the standard, if necessary
- Create a performance task that allows students to demonstrate this skill
- Shoot for a short time frame (.5 - 2 class periods)
- Make sure tasks…
  - *…require students to work at a DOK Level of at least 3 (PRODUCE rather than repeat)*
  - *…infuse authenticity in one of the five ways we discussed*