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ENGAGEMENT THROUGH THE USE OF PERFORMANCE TASKS AND PBL

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Based on *McTighe, Doubet, & Carbaugh (2019)*

Download Handouts at www.KristinaDoubet.com

INFUSING AUTHENTICITY



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

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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?

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.

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?

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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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?



Podcasting - 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.

"The Moth" podcast (<https://themoth.org/podcast>) is producing a "student-series" of podcasts for an upcoming episode. Their series title is "A pivotal moment." Write a story for this podcast submission. You can use your Memory Poem as the seed, or choose another important life-moment to describe. The story should be 4-6 minutes in length when read aloud and should feature imagery and figurative language that has the power to paint pictures of your experience in the minds of the podcast's listeners. Return to the work of Gary Soto, Ray Bradbury, etc. for more inspiration on how to do this. Remember – according to the site's description, "Moth stories are true as remembered by the storyteller." So, stay true to your memories and impressions and let your voice shine through so that your audience can picture your moment vividly.

Example from: McInighe, Doubet, & Carbaugh (2019)

Other "Mentor Text" Podcasts (Audacity, Synth, Voicethread)

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?

Design Variables for Performance Tasks and Projects

- 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
+++++	+++++	+++++
- Integration of Subjects** – To what extent is the task/project interdisciplinary?

Single Discipline	Two Disciplines	Multi-disciplinary
+++++	+++++	+++++
- 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
+++++	+++++	+++++
- 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
+++++	+++++	+++++



Example Frame: How To Perform a Task

Since you are an accomplished _____, you have been asked to develop a _____ to help _____ learn how to do it. Your directions should include (a written piece and a visual piece) to help others learn how to _____ like you.



Example – Shorter Timeframe: 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 – Longer Timeframe: How To Perform a Task

Since you are an accomplished _____, you have been asked to develop an **video tutorial** to help **other kids** learn how to do it. Your **video** should include **clear instructions (written and spoken), visuals (demonstration or illustrations), and suggestions from other experts** to help others learn how to _____ .

Example Frame:

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 – Shorter Timeframe:

Fast Food Favorite...



Which Fast Food is Healthiest?

After researching **the nutritional content of several fast food restaurants' most popular meals**, develop your own position **on which restaurant to support** and develop a(n) **(advertisement, editorial, blog)** that argues for your position. Support your position with evidence from your research, while acknowledging competing views.

Example – Longer Timeframe:

Drone On...



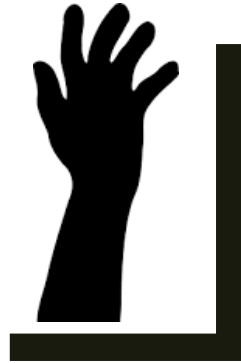
Should drones be regulated?

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
EXAMINE
SOME
DESIGN
TOOLS

TOOL #1: GRASPS



TOOL #1: GRASPS

- G** ♦ What is the **g**oal in the scenario?
- R** ♦ What is your **r**ole?
- A** ♦ Who is the **a**udience?
- S** ♦ What is your **S**ituation (context)?
- P** ♦ What **p**roducts/**p**erformances will you prepare?
- S** ♦ By what **S**uccess criteria will your work be judged?



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What Would an Expert Do? *Some Possible Roles*

- **Math:** Mathematician, Architect, CSM, Engineer, Statistician, Accountant, Actuary, Financial Advisor, Astronaut, stockbroker, programmer, air-traffic controller, A.E.D., cook, mechanic, building contractor
- **Science:** Biologist, Botanist, Chemist, Environmental, genetic counselor, zoo keeper, doctor, paleontologist, forensic scientist, construction site manager, mechanic, engineer
- **Social Studies:** Archaeologist, Anthropologist, Historian, Museum Curator, Film Consultant, politician, lawyer, psychologist, geographer, cartographer, international relations consultant/diplomat, tour guide, fact-checker, author, economist
- **English:** Author, Editor, Publisher, lawyer, advertising, politician, book critic, movie critic, technical writer, public relations, journalist
- **Spanish:** English fields + Tour Guide, Interpreter, Ambassador
- **P.E.:** Coach, Referee, Commentator, Columnist
- **Exploratory:** Graphic Designer, Musician, Music/Art Critic, Admin. Asst., Engineer

HS ELA Task

- **Goal** – Use pathos, ethos, and logos, including “textual” support or evidence, to convince an audience
- **Role** – You are a Movie Critic
- **Audience** – Readers of your Weekly Column
- **Situation** – A new movie [or an old favorite] will be playing nationwide this weekend. Your job is to convince audiences to see it (or NOT to see it if you think it has been overrated). In order to appeal to every reader, you will employ pathos, ethos, and logos in your review, along with appropriate evidence from the film (that which will paint a clear picture without “giving away” the movie’s end).
- **Product** – Online blog post containing your movie review and encouraging your followers to either see or avoid the film.

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

High School ELA Task

Goal – Use pathos, ethos, and logos, including “textual” support or evidence, to convince an audience

Role – You are a Movie Critic

Audience – Readers of your Weekly Column

Situation – A new movie [or an old favorite] will be playing nationwide this weekend. Your job is to convince audiences to see it (or NOT to see it if you think it has been overrated). In order to appeal to every reader, you will employ pathos, ethos, and logos in your review, along with appropriate evidence from the film (that which will paint a clear picture without “giving away” the movie’s end).

Product – Online blog post containing your movie review and encouraging your followers to either see or avoid the film.

1. Time Frame: **Two classes/blocks**
2. Integration of Subjects: **Single discipline**
3. Cognitive Demand/Rigor: **DOK 3**
4. Level of Inquiry: **Limited Inquiry**
5. Degree of Authenticity: **Simulates an authentic context (can be extended to an authentic audience)**
6. Audience for Student Product: **Classroom teacher and peers (potential for further connection)**
7. Access to Resources: **Necessary resources are provided by the teacher**
8. Direction: **Teacher-directed task**
9. Student Choice: **Students choose the movie review**
10. Degree of Scaffolding: **Mini- writing workshops and workshops using ethos, pathos, and logos will be provided as needed.**
11. Performance Mode: **Students work individually**
12. Evaluation of Student Product: **Classroom teacher will evaluate the product**

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TOOL #2: PBL'S DRIVING QUESTIONS



Tool #3: PBL's Driving Questions

Types of Projects/Questions

1. Solving a Real-World Problem
2. Meeting a Design Challenge
3. Exploring an Abstract Question
4. Conducting an Investigation
5. Taking a Position on an Issue

These questions are open-ended, thought-provoking/engaging, raise additional questions and spark inquiry, require support and justification (not just an answer), and are worthy of debate or discussion.

Buck Institute for Education, 2015



1) Respond to an Abstract or Philosophical Question (AKA – Essential Questions)



- What evidence is needed to believe a scientific claim?
 - Students look at a range of consumer products to determine where science ends and pseudoscience begins.
- Why do people move?
 - Students examine data on geography and population growth/reduction.
- What is a “healthy” diet? For whom?
- Who is a hero?
 - Students create a book of stories about important people in their lives they consider heroes.
- What makes a citizen “good?”
 - Students interview citizens in various roles and situations to generate a range of possible answers.
- Is there one “best” way to problem solve?
 - Students explore a variety of methods for solving a “messy” problem and defend one problem-solving method as the “best”

Adapted from Larmer, Mergendoller, & Boss, 2015

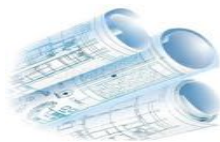
2) Solve a Real World Problem



- Can a sports team win more games by spending less money?
 - See <http://www.mathalicious.com/lessons/win-at-any-cost>
- How can we, as emerging authors, share our best works with the public?
 - Students select their best work from the unit/year and research the best methods to reach a large audience before publishing their pieces.
- What should we do about the conditions of our ball fields?
 - Students determine why grass won't grow and how to remedy the problem
- What subjects and related artifacts should the National Museum of African American History and Culture include in its new exhibit called “Cultural and Societal Impacts?”
- How can we turn our beliefs into political action?
 - Students look for different avenues for political action, choose one appropriate for their current situations, and then produce an information video for other students looking to get politically active.

Adapted from Larmer, Mergendoller, & Boss, 2015

3) Meet a Design Challenge



- How can we raise funds to support a new memorial for _____?
- Can we build a better bridge?
 - Students select one bridge in the community, study it, and propose a better structure using physics and math
- What should we plant in our school garden?
- How can we produce a successful poetry slam?
- How can we create music that reflects our personal style?

Adapted from Larmer, Mergendoller, & Boss, 2015

4) Conduct an Investigation

- How good is our drinking water?
 - Students design and conduct experiments on the quality of the water they drink
- What historical events were most impactful on our community? Our State?
- What was life like for children in the past?
 - Students develop interview protocols that can be used to interview community/school members from various generations and create a report outlining the similarities and differences.
- What constitutes an “ethical” online presence?
 - Students research what experts consider ethical use of social media and synthesize their findings in a blog post.
- Why are some students turned off by math (insert any subject here!)?
 - Students interview a selection of students across all grade levels to determine why some students don't prefer math. They then make recommendations for teaching math, which will be considered by the teacher.
- What series and sequences of exercises can best improve my flexibility?

Adapted from Larmer, Mergendoller, & Boss, 2015

5) Take and Defend a Position on an Issue



- Has the increased availability of gluten-free foods helped or harmed the health of those who do NOT have Celiac Disease?
- Could the U.S. involvement in WWII have been avoided?
- Do police have a right to search our lockers?
- Should we produce oil by the process of fracking?
- Should we use statistics to make high-stakes decisions about _____ (medical treatment, finances, employment, the environment, etc.)?
- Should museums profit by selling artwork to private collectors?
 - <https://bigthink.com/Picture-This/selling-out-should-museums-sell-art-to-survive>

Adapted from Larmer, Mergendoller, & Boss, 2015

Rolling for DQs (Adapted from BIE)

Roll 1: Framing Words	Roll 2: Person or Entity	Roll 3: Action or Challenge	Roll 4: Audience or Purpose
Wild Card	Wild Card	Wild Card	Wild Card
How can...	I/We	Build/Create/Make	Real World Problem
How do...	We as, [Roles/Occupations]	Design/Plan	For a Public Audience
Should...	Town/City/County	Solve	For a School
Could...	State/Nation	Write	For a Classroom
What...	Community/ Organization	Propose/Decide	For an Online Audience

Rolling for DQs Directions



1. Roll the die four times. Each roll corresponds with a column on the previous slide.
2. Write down your associated prompts and then use that “frame” to brainstorm an idea for a driving question.
3. If you roll a 1, you can choose from any of the prompts in the row.
4. For example, if you rolled a 2, 6, 3, 2 you would write down the following frame: **How can** (framing words)...**community/organization** (person or entity)...**solve** (action or challenge)...for **a public audience** (audience or purpose).
5. A resulting Driving Question could be: **How can** (framing words) the **NYC Service Authority** (person or entity) **test the city’s water** (challenge) **to ensure it is drinkable for residents** (purpose/audience)?

8th Grade Multidisciplinary PBL

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?) <http://marnieed.com/digitalclassroom>

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1. Time Frame: **One week at the end of the school year**
2. Integration of Subjects: **Involves multiple disciplines and 21st century skills**
3. Cognitive Demand/Rigor: **DOK 4**
4. Level of Inquiry: **Significant Inquiry/research**
5. Degree of Authenticity: **A truly authentic challenge!**
6. Audience for Student Product: **Adults, including experts in challenge areas**
7. Access to Resources: **Some resources are provided; students find others**
8. Direction: **Student-directed**
9. Student Choice: **Students choose: 1) the Challenge on which they work; 2) how they work on the challenge; 3) the research sources examined; 4) solution options; and 5) ways to present to the adult panels**
10. Degree of Scaffolding: **Teachers work to develop needed skills throughout the school year; however, the students are expected to work independently on the project without teacher support or guidance.**
11. Performance Mode: **Students work in groups**
12. Evaluation of Student Product: **Projects are judged by panels of adult using established rubrics. Students also self- and peer-assess their work on the project.**



ENSURING ACCESS

How do we make sure students all students have access to these rich learning tasks?

Design Variables for Performance Task and Projects REORGANIZED

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?

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8. Direction

Who will direct the task/project?

Teacher	Teacher with Student Input	Student
+++++	+++++	+++++

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Design Variable #8: Direction

Student-Directed:
Type: Solving a Real World Problem

- **Driving Question:** How can we use math to mediate the impacts of ecological disasters?
- Research a man-made ecological disaster from the past and discover what could have been done – using math as the tool – to diminish the ill effects with earlier intervention. Then, prepare a proposal for the EPA to explain how math can help guard against such disasters in the future.

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Design Variable #8: Direction

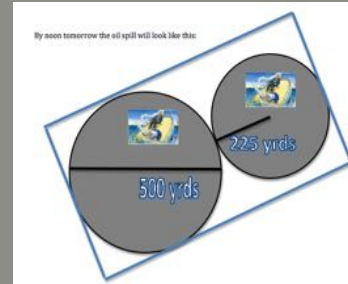
*Teacher Directed:
These instructions
were give to ALL
students.*

- **Goal:** Your job is to successfully contain an oil spill so that it affects the least amount of area in the ocean.
- **Role:** You are an environmentalist chosen to help control an oil spill In the Atlantic Ocean
- **Audience:** The Environmental Protection Agency (EPA)
- **Situation:** There are two ships that were carrying oil across the Atlantic Ocean. The two ships have crashed into each other and are leaking oil in two separate locations.
- As the ships leak more oil, the area that the oil is affecting increases. By noon tomorrow the diameter of one oil spill will be 500 yards, and the radius of the other oil spill will be 225 yards. The diagram below shows the given information.

Michael O'Malley, 2014

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Design Variable #8: Student Direction



*These instructions were given
to ALL students.*

- **Product:** Using this information, you will stop the oil from spreading past this point by determining where to place an oil containment boom like the one shown below.
- (*an oil containment boom is what environmentalists place around an oil spill that will stop the oil from spreading*)



Michael O'Malley, 2014

Math - Further Instructions

Michael O'Malley, JMU, 2014

(Given only to students who required additional scaffolding)

- You will do this in a few different steps. For each step you will **need to explain your method and reasoning** so that the EPA will understand how you achieved your results.
- Find the length of material needed to go around each oil spill. What is the total length for both oil spills?
- Once the oil is contained the EPA wants to know how much of the ocean will be affected by the spill. How much area does each circle cover? And how much total area is cover?
- Consider if the oil containment booms couldn't be placed in a circle and had to be placed in a rectangle, as shown by the blue rectangle in the diagram above. Find the length of the material needed to go around the rectangle AND find the amount of area that the rectangle would cover
- If it is quicker and easier to use a rectangle instead of two circles, which way do you think is better? Be sure to consider how much material is needed and how much area it will cover in your reasoning.

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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)?

No Choice

Some Choices

Extensive Choices

+++++

Design Variable #9: Student Voice and Choice

As you progress through
the boxes, the “scale”
for the degree of
student choice
increases.

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Tasks and Projects*. ASCD (in press).

<p>1. Same Product, Same Focus</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> Create a presentation on flood-prone area in our community. Create a budget proposal (using assigned format) for the yearly operating costs of a new “kid center” in our town. 	<p>2. Different Product, Same Focus</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> Create a presentation or mini-documentary on flood-prone areas in our community. Create a budget proposal (choose from several format options) for the yearly operating costs of a new “kid center” in our town.
<p>3. Same Product, Different Focus</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> Create a presentation on flood-prone areas in our community’s residential or recreational areas. Create a budget proposal (assigned format) for the yearly operating costs of a new “kid center” OR a new community park in our city. 	<p>4. Different Product, Different Focus</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> Create a presentation or mini-documentary on flood-prone areas in our community’s residential or recreational areas. Create a budget proposal (choose from several format options) for the yearly operating costs of a new “kid center” or a new community park in our city.

High School Math

Common Goal: All students will plot functions $P(t)$ and $R(t)$ on a graph and find the x- & y-intercepts, and the domain & range of both functions. Then they will interpret what the x- & y-intercepts are telling us in relation to the given functions $P(t)$ and $R(t)$.

Option 1	Option 2	Option 3
<ul style="list-style-type: none"> Goal: Interpret data for Math Mowers Inc. to understand the logistics of the business and to better serve customers Role: Entrepreneurs of a private lawn mowing business, Math Mowers Inc. Audience: Customers of Math Mowers Inc. 	<ul style="list-style-type: none"> Goal: Determine which pizza coupon gives you the best price for a two topping pizza Role: A hungry high school student Audience: Your wallet 	<ul style="list-style-type: none"> Goal: Determine which play will give you a higher number of yards gained in the football game Role: Football Team Captains Audience: Your teammates

Hannah Keener, JMU 2018

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).

Open-Ended Project

- **Driving Question:** How do the parts of a system work together?
- After reading _____ (informational texts on your topic), create a/an _____ (essay, article, infographic or website) that defines and explains *how interdependence works in your chosen system*. Support your discussion with evidence from the text(s). What conclusions or implications can you draw?

10. Degree of Scaffolding

To what degree will students be provided with instructional support and scaffolding as they work on the task?

Considerable Support Some Support No Support
 ++++++

Varying Degrees of Scaffolding

Degree of Scaffolding	Comprehensive Scaffolding	Selected Scaffolding	No Scaffolding
What Students Receive	Present the task and provide extensive support as needed (e.g., step-by-step process guides, tips, “chunked” steps, more frequent and extensive feedback)	Present the task and offer some support (e.g., graphic organizers, process guides, checklist of required elements)	Present the task and provide no extra support (i.e., the students must perform the task autonomously without teacher guidance)

Design Variable #10:

Nature and Degree of Scaffolding

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- **Provide resources** – If the learning goals focus on students *gleaning* important information from sources rather than on *finding* those sources, teachers can streamline the process by gathering pertinent texts, etc. in advance.
- **Simplify reading levels** – In many cases, teachers will need to simplify the language of the text so that students are able to process what they are reading.
- **Adjust the delivery mode** – We can support students with reading and language difficulties by delivering texts via audio. Teachers can record themselves reading stories, key passages, directions, etc. Even more handy are the free apps from Apple, Google, etc. which readily translate text to speech. If the speech function is used in combination with the text, it can help students grow in their reading fluency.
- **Challenge expert readers** – Consider pulling and linking or bookmarking expert-level texts from professional organizations, universities, etc. to expose strong readers to texts that will keep them on their toes.

Highlight Texts

About 15% of a chapter – e.g.,
 Introduction
 Conclusion
 Critical passages
 Key graphics

Intended for students learning English

Also helpful for students:

- With ADHD
- With learning Disabilities
- Who have difficulty making meaning
- Who struggle with reading



Tomlinson,

Use Recordings

- ✓ Of texts
- ✓ Of your directions
- ✓ Of student thinking...
 - ...during group work
 - ...before writing or solving (individuals)



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Tier the Text

Commonlit.org: This free resource provides collections of texts on different themes. While it doesn't offer different levels of a *common text* (as do Newsela and Booksthatgrow), it does supply texts of various levels and genres that are united by a *common theme*. This unique feature allows students to read a text on his or her level and contribute insights from that text in a full-group discussion—or to a full group discussion board—around a common essential question (e.g., “How Can Fear be Used to Manipulate?”).

Newsela.com: Also a free resource, this unique site presents current event articles on many topics such as science, social studies, arts, and sports, and so on. Each article is offered in five different reading levels so that teachers can assign the level that best suits each student. After reading the article at their level, all students can discuss the same text, either in class or in an electronic forum such as GoogleDocs.

From Carbaugh, E.M. & Doubet, K.J. (2016). *The differentiated flipped classroom: A practical guide to digital learning*. Thousand Oaks, CA: Corwin Press.

Helpful Tool: Rewordify.com



From frustration...	...to understanding
Don't let an abstruse lexicon heighten your trepidation. Rewordify.com can assuage your anxiety.	Don't let a difficult and confusing word list increase your fear and nervousness. Rewordify.com can calm your fear and stress.

Don't Forget about Infusing Challenge

Original Task	Type of Challenge	Task with Challenge Added
Create a presentation on flood-prone areas in our community. Compare residential and recreational areas.	Making a greater leap from the familiar	Create a presentation on a flood-prone area in our community. Include comparisons to a flood-prone area in another state or country.
Construct a series of social media posts explaining the lessons Greg learns throughout <i>Diary of a Wimpy Kid</i> .	Considering alternate perspectives	Construct a series of social media posts explaining the lessons Greg learns throughout <i>Diary of a Wimpy Kid</i> . Half of your posts should feature responses from other characters evaluating whether or not Greg actually learned those lessons.
Compose an editorial on the efficacy of the Electoral College in democratically electing the President of the United States. Be sure to include support for your argument.	Increasing level of expertise	Compose an editorial on the efficacy of the Electoral College in democratically electing the President of the United States. Include statements from current politicians who both support and refute your argument.
Create a budget proposal (using assigned format) for the yearly operating costs of a new “kid center” in our city.	Including additional facets	Create a budget proposal (using assigned format) for the yearly operating costs of a new “kid center” in our city (NOTE: The assigned format includes the additional facet of cutting 20% of total costs if budget is not approved).

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

Let's Get to Work!

- Identify a standard or standards
- Break it/them down to examine the embedded skills; select a portion of the standard, if necessary
- Create a performance task/project that allows students to demonstrate this skill/these skills
- Shoot for a short-term task (.5 - 2 class periods) and a longer-term task
- Make sure tasks...
 - ...require students to work at a higher level of Bloom's (*PRODUCE* rather than *repeat*)
 - ...infuse authenticity in one of the five ways we discussed

**WORK
WORK
WORK
WORK**



Use Flipgrid.com to...

FLIPGRID

Elevator Speech: In the world of advertising, there is often a limited amount of time to make a strong sales pitch—perhaps the length of an elevator ride. The Elevator Speech format models this reality for students by asking them to synthesize the most important information from a lesson and present it in a brief amount of time (about 30 seconds). After students write down key points from the lesson in the form of a speech, the teacher asks them to turn to their elbow partner and “sell” the lesson. Once done, the partner then delivers his or her own brief speech. Students then have 30 additional seconds to add any new ideas to their speeches before turning them in or posting them online via any of the forums discussed in Appendix A (e.g., Periscope). This allows the teacher to determine what ideas were gleaned from the lesson and also provides students with opportunities to practice their speaking skills.

From Carbaugh, E.M. & Doubet, K.J. (2016). *The differentiated flipped classroom: A practical guide to digital learning*. Thousand Oaks, CA: Corwin Press. p.33.

Your New Flipgrid

FLIPGRID.

- Access the Flipgrid via Link:
- <https://flipgrid.com/77c07467>
- Record a 30 to 90-second video in response to the prompts.
- You can answer as a pair or trio, if you wish.

