

*Excerpt from Learning Personalized (to be published February 2015, Jossey-Bass)*  
**Personalized Learning Evolution**

<b>ELEMENTS</b>	<b>Effective Teacher/System-Driven Design</b>	<b>Some Student Input in Teacher/System-Driven Design</b>	<b>Student-Driven with Teacher/System Support</b>
<b>Disciplinary Outcomes</b> <i>What are the subject-specific goals of learning?</i>	Established standards dictate the content and skills to be learned	Student has some choice <i>within</i> the prescribed content and skills	Student determines the content and skills learned, to demonstrate a desired level of mastery
<b>Cross-Disciplinary Outcomes</b> <i>What are the 21<sup>st</sup> century goals of learning?</i>	Teacher/school describes value but not deliberately taught or assessed	Student has opportunities to develop based on explicit teaching and assessment	Student explicitly identifies areas of growth as needed to succeed at and develop within learning tasks
<b>Task</b> <i>What is the challenge?</i>	Teacher-designed or school / computer generated	Teacher guides the definition and articulation of the problem, idea, design, or investigation	Student independently defines and articulates the problem, idea, design, or investigation
<b>Audience</b> <i>Who is the audience? How does that shape communication?</i>	Teacher is primary audience for student product or performance	Student has input into or choice in audience	Student engages with authentic audience to demonstrate learning and to add value through contribution
<b>Feedback</b> <i>How do students use feedback?</i>	Teacher / computer report provides formal and informal feedback on the task	Teacher and others (e.g., peers, experts in the field) provide feedback to help students revise and refine the task	Student seeks and uses feedback from teacher and others to guide performance and to improve on disciplinary and cross-disciplinary outcomes

*When assignments evolve from the left to the right, the role of student and teacher shifts:*

**Role of Students:**

- increasingly proactive in the creation of what they want to learn, how they want to learn, and demonstration of their learning
- willingness to own the learning — pursue an inquiry, rework an idea, revise a text — because want it to add value to the world

**Role of Teachers:**

- growing partnerships with students as they have a greater stake in the development of the tasks
- providing timely feedback, “just in time teaching,” and opportunities for revision or next steps
- networking to amplify (expand and extend) the target audience

## EVIDENCE OF LEARNING via PERFORMANCE TASKS

AUTHENTIC PERFORMANCE TASKS (GAME)	YOUR EXAMPLE
<ul style="list-style-type: none"><li>○ Complexity of task looks unfamiliar without cues as how to approach or solve it</li><li>○ Requires in-depth, insightful, focused, sustained, and rigorous thought</li><li>○ Are more appropriately public; involve an audience that is beyond the teacher</li><li>○ Have perceived value to the students being assessed</li><li>○ Allows appropriate room for student styles and interests (significant element of choice in process and/or product)</li><li>○ Provides clear expectations about what is measured and what that looks like (e.g. descriptors on rubric, illustrative examples)</li><li>○ Regular feedback opportunities (from teacher, peer, expert, self) to guide next steps (e.g. further investigation, revision)</li></ul>	
THEORETICAL PERFORMANCE TASKS (GAME LIKE)	
<ul style="list-style-type: none"><li>○ Requires increasingly complex thinking (non-routine inference-making, determining relevance, justifying one's thinking)</li><li>○ Enough structure, scaffolding, or cues to suggest an approach, inference, or strategy</li><li>○ Allows appropriate room for student styles and interests (some element of choice)</li><li>○ Expectation for students to show process (the approach) and product (the creation) as identified in scoring checklist or rubric</li><li>○ Teacher/peers provide informal and formal feedback to student to help with revision or next time they do a similar assignment</li></ul>	
TEST OF KNOWLEDGE AND SKILLS (DRILL)	
<ul style="list-style-type: none"><li>○ Requires accurate memory of familiar content, process, or routine to complete predictable problems and questions</li><li>○ Explicit reminders and directions of what is expected</li><li>○ Provides formal feedback to student for retake or future test</li></ul>	