

Personalized Learning Evolution

ELEMENTS	Minimal Student Input	Some Student Input	Primarily Student Driven
Disciplinary Outcomes <i>What are the subject-specific goals of learning?</i>	Established standards dictate the content and skills to be learned	Student has some choice within prescribed content and skills with established standards	Student determines the content and skills they wish to learn within established standards
Cross-Disciplinary Outcomes <i>What learning goals cut across subject areas?</i>	Cross-disciplinary outcomes have been established	Student has opportunities to develop based on explicit teaching and assessment	Student identifies cross-disciplinary outcomes from a common set
Task <i>What is the challenge?</i>	Teacher, curriculum, or computer generated	Teacher guides definition and articulation of the problem, idea, design, or investigation	Student independently defines and articulates the problem, idea, design, or investigation
Audience <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
Feedback <i>How is feedback provided and how is it used?</i>	Teacher provides formal and informal feedback on the task to help students revise and refine 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

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