

Figure 3.6
Authenticity Four Ways

1. Authentic context

Driving Question: Were 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 that artist's first "breakthrough" piece. What is different about the individual's work from that point forward?

3. Impact on others

Driving Question: How can our words and deeds affect those in our community?

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 patients' interests and raise funds to provide them with copies 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 related product or process. They present their design idea to a "Shark Tank" panel to convince panelists to invest in their idea.

From Designing Authentic Performance Tasks and Projects – McTighe, Doughty, and Carbaugh (ASCD, 2020) - used with permission

Figure 3.1

Criteria for High-Quality Project Design

Key: 3 = The characteristic is strongly reflected in this project. 2 = The characteristic is reflected to some extent in this project. 1 = The characteristic is not yet reflected in this project.			
Elements	Score		
	3	2	1
1. The project aligns with student learning goals that include academic content standards and 21st century skills.			
2. The project is based on a challenging problem or question.			
3. The project will require sustained inquiry by learners.			
4. The project reflects authenticity in one or more of these ways: a. Presents a real-world challenge. b. Uses real-world processes, tasks, tools (including technology), and performance standards. c. Has an impact on others. d. Addresses the personal interests and experiences of students.			
5. Students have "voice" and "choice" within the project in one or more of the following ways: a. Identifying the topic focus and generating the driving question. b. Specifying task(s) and role(s). c. Determining and accessing needed resources. d. Deciding on the culminating product(s).			
6. The project results in a public project for a genuine audience.			
7. The project includes opportunities for feedback and revision.			
8. The project allows for students' reflection.			

From Designing Authentic Performance Tasks and Projects – McTighe, Doughty, and Carbaugh (ASCD, 2020) - used with permission