





Innovation Design Template (For Performance Task Assessment)

Continuous learning is the minimum requirement for success in any field. - Brian Tracy

Considerations for use:

- The planning process may not be linear. You can work through this template in any order, as you see fit.
- This process will be ongoing, PTAs will need to be revisited, revised, and further developed over multiple years and iterations.

Resources	Please link resources for your PTA in the space below. Include resources such as texts (articles, graphs, etc.), scoring guides, reflection forms, models of student work (photos, links to video, etc.), etc
	<div> Weekly Lesson Plan</div> <div> AUHSD 5Cs Descriptors Docs.pdf</div> <div>Link your school's reflection form</div> <div>If you are a Community School, please link your Community Schools Site Mapping themes here</div>

Overview	Provide a brief overview of the Performance Task Assessment:
	What do you already know about your students and community? (Strengths, Needs, Interests)

Artifacts	What would be the product (Artifact) for students to include within their Capstone Portfolios?

Learning Design Overview

The following principles should serve as guidelines for the lesson design and curriculum planning you do with your teams. Do not use this document as a checklist. The principles should serve as goals over the next few years.

☰ Guiding Principles for Performance Task Assessments

Design	Learning Outcomes What do we want students to learn?
	Technical Skills, 5Cs, Student Voice
	Technical Skills
	What technical skills do we want students to learn?
	Success Criteria Evidence of Outcomes: How will we know they have learned it? (What evidence/artifacts will be produced?)
	5 Cs
	What do we want students to learn? Identify one or two strands only.
	Success Criteria Evidence of Outcomes: How will we know they have learned it? What evidence/artifacts will be produced?
	Describe the Type(s) of Student Voice we will see in the Performance Task Assessment?
How will learning be shared with an authentic audience ?	

	Are there multiple opportunities and a variety of ways for students to demonstrate mastery ?
	The performance assessment outcomes should provide data leading to improvements in curriculum and instruction . What data do you anticipate studying?

Rule of 3

Follow the “Rule of 3” by identifying *three* intentional spaces for each.

Implementation Details	3 intentional opportunities for building the technical skill(s) .	1. 2. 3.
	3 specific spaces for Teaching the strand(s) of the 5Cs .	1. 2. 3.
	3 scaffolds to support PLLs, SWDs.	1. 2. 3.
	3 most critical moments for feedback .	1. 2. 3.
	3 opportunities for students to reflect .	1. 2. 3. At the conclusion of the PTA (schoolwide portfolio reflection)

Cycle of Continuous Improvement

After you implement the PTA, please fill out the reflection below to help guide your own cycle of continuous improvement.

How well did the learning design meet the intended outcomes?
What were the best parts of this PTA experience for students? Why?
What would you do differently the next time you implement this PTA?