Create Task or Project Planning Chart

DESIGN ANGLE	CRITICAL QUESTIONS
INITIAL TASK OR PROJECT PLANNING	
• Identify the standard, or determine the real-world problem that connects to students' lives. • Develop the objectives. • Determine the task or project.	• Is the task or project teacher or student directed? (Note that, to make a stronger impact, student-directed instruction is the goal.) • Does the task or project involve all four components at level 3 or higher?
PROJECT PLANNING FOR STUDENT LEARNING	
Real-World Learning • Examine the level of authentic learning required in the standard. Remember that standards are a minimum expectation; learning can go beyond the standard.	• Did you begin with ideas from your students or from something you know they are concerned or passionate about? • What is the authentic-learning connection? • Does the learning provide a solution to an open-ended problem? • Does the content connect to the students' lives? • How can the students have an emotional connection to the project? • Does learning investigate and simulate the real world (level 3), or does learning really affect the real world? • Are students really having an influence on the classroom, school, or community (level 4)? • Are students really having an impact on a national or global issue or problem (level 5)? • Are students really collaborating (not just cooperating) with field experts (level 5)?
Cognitive Complexity • Examine the level of thinking the standard requires. What verb is in the standard? If students are supposed to infer, then develop a task or project that aligns to this cognitive skill. • Identify which cognitive-complexity level on the Create Excellence Framework you will be working on. ◦ The revised Bloom's thinking skills build on each other. If the standard calls for a student to infer (a cognitive process within the Understand level), the teacher can design an assignment at a higher thinking level than the standard. The student will learn the inferring standard and go beyond that level to learn at the Analyze level. • Determine if the project aligns to curriculum or standards.	• What is the Bloom's level of student thinking in the task? • Will the student work produce this level of thinking? • Is the project standards based and part of the curriculum? • Is the project teacher directed (level 3) or student directed (level 4)? • Do students have opportunities to generate open-ended, high-level thinking questions (level 5)?

DESIGN ANGLE	CRITICAL QUESTIONS

Student Engagement
• Focus on significant content.
  ▲ Define the problem with the students.
  ▲ Determine what they need to know about the problem. Use digital tools to research the problem.
• Examine the level of student engagement required in the problem and in the standards. Remember that standards are a minimum expectation—learning and student engagement can go beyond the standard.
	• Are students given choices in tasks or projects?
	• Does content, process, or product differentiate these tasks or projects (level 3)?
	• Are students using an inquiry-based approach to learning? Are students collaborating with each other (level 4)?
	• Are students initiating their own inquiry-based projects? Are they thoroughly immersed in the problem? Are students engaged in full implementation from topic development to solution? Do students initiate appropriate collaborations pertaining to their project (level 5)?

Technology Integration
• It is best to consider the other components first and then select technology to support the task or project.
  ▲ Focus on student use of technology, rather than teacher use, when solving the problem.
  ▲ Students should have a choice as to what technology to use, but the use of technology should be seamless in solving the problem.
• The technology needs to be a necessary and integral method of accomplishing the task or project.
• Objectives need to support the task or project requirements.
	• Is student use of technology planned?
	• If the technology is an add-on (level 3), what could be done to make it more integrated (levels 4–5)?
	• Does technology promote collaboration among students and teacher (level 4)?
	• Are several technology tools used (level 5)?

ASSESSMENT DEVELOPMENT	
• Develop the appropriate type of assessment to match student learning in the task or project. Incorporate the key components of the framework for the level targeted for the task or project. • Develop assessment criteria. Rubrics are needed to help in assessing open-ended portions of the project, such as the solution to an open-ended mathematics problem, a presentation, or a written project. • Utilize the Student Work Management Chart (table 5.2, page 100) that outlines steps to complete the project and the time line for the project, and identifies students' responsibilities.	• What is the student product, and how is it going to be assessed? • Does the assessment of the project align to the objectives and the intended Create Excellence Framework levels? • Were students involved in developing the assessment criteria?