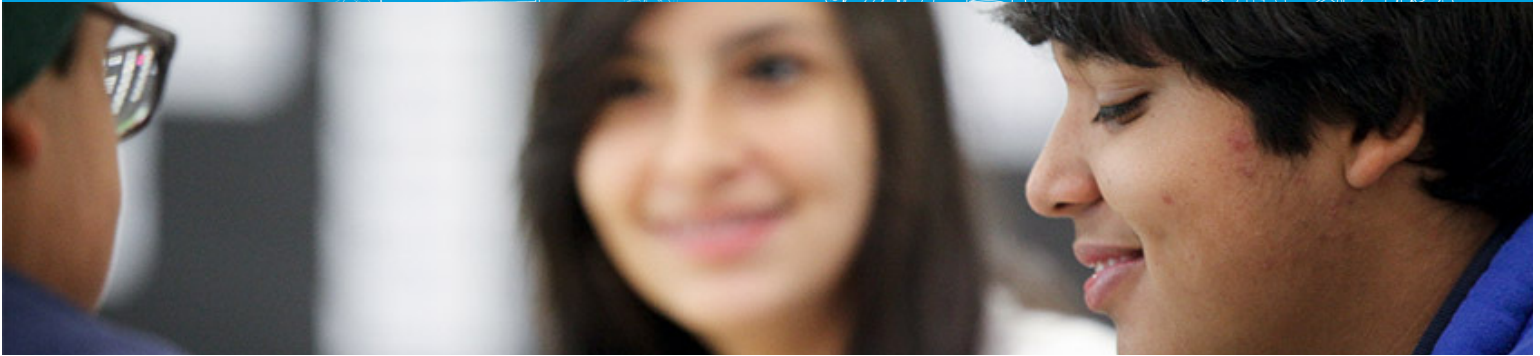


Authentic assessment work time

Instructional blueprint



Multi-disciplinary approaches and authentic assessment are two hallmarks of deeper, personalized learning. This instructional blueprint describes a recurring structure a team of educators might leverage over the course of a multi-disciplinary unit to support students as they work on an authentic assessment.

What does this look like in action?

Authentic assessment invites students to demonstrate their learning by producing original work that connects to their identities. Take authentic assessment to the next level by offering once or twice-weekly work time for all students to make progress on their authentic assessments at a pace and in a way that allows for personalization.

During this time, students select from a menu of learning activities intended to support their work. Learning activities will vary based on the unit and the assessment, where students are relative to the due date, students' needs and interests and the educators on the team.

A few ideas are:

- Engaging in research
- Independent time to plan, write or create
- Collaborative group time to plan, write or create
- Working in a designated makerspace
- Interviewing industry experts
- Meeting with a designated "questioner:" a team member who reviews student work, then poses questions in an effort to support critical thinking
- Soliciting feedback from peers, industry experts or other educational team members on research plans, work products or presentations
- Self-assessment
- Presenting final products to an authentic audience

What guidance and considerations might maximize student learning?

Consider students' age and level of autonomy in determining the length of work time to offer.

Invite students to select their learning activities in advance so that your team can plan how to organize the learning space and deploy team members.

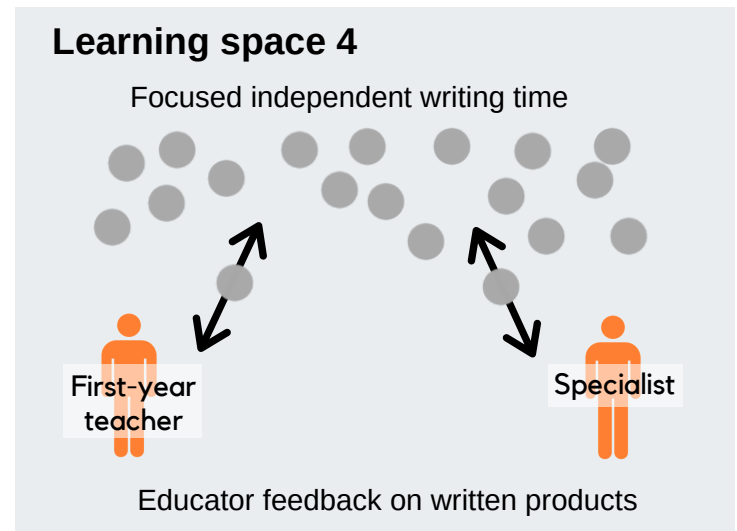
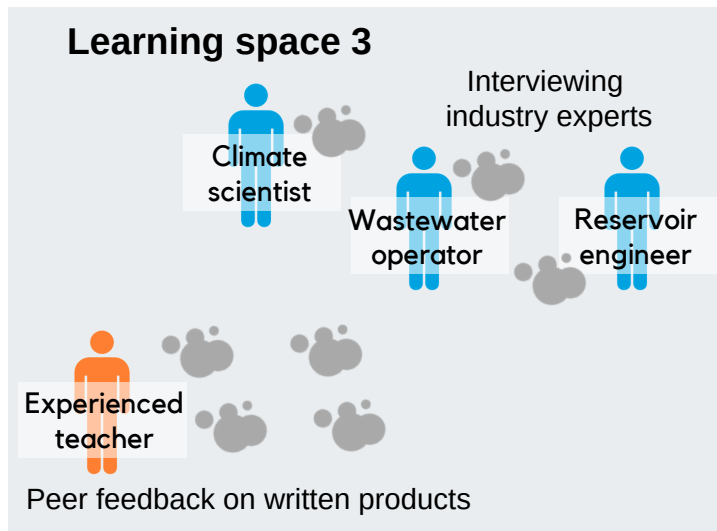
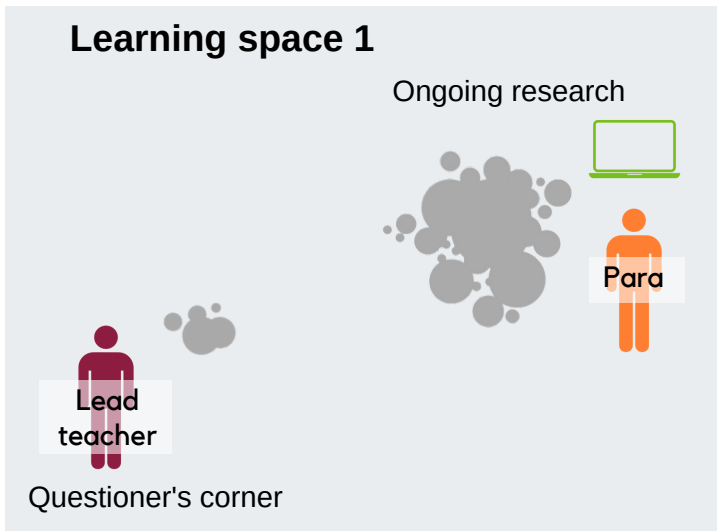
Plan to shift the learning activities you offer as students progress in their work (e.g., expect a greater need for interviewing industry experts earlier in the unit, a greater need for peer feedback on work products later in the unit).

There are many ways to plan for and provide guidance around movement during this time. You might consider scaffolding as follows:

- To begin, invite students to engage in only one learning activity from the menu per work time
- Introduce a set time for transitioning between activities as students and educators develop comfort with the structure
- Experiment with more fluid transitions between activities within the same learning space and then – as students develop even greater autonomy – activities across different spaces

Student learning activities & educator roles

Imagine four learning spaces with 100 total students, a core team of 6 educators and 3 community educators. Students are in the early stages of working on their authentic assessments for a multi-disciplinary unit on water.



A selection of possible learning activities

