

Designing and Using Authentic Performance Tasks and Projects: Tools for Meaningful Learning and Assessment

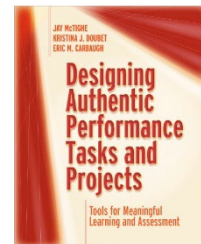
Presented by Jay McTighe

The New York State Board of Education has recently published its Portrait of a Graduate (POG) that identifies key “real world” competencies, including creativity, critical thinking, communication, reflection, and global awareness. The release of the P.O.G. is coupled with a call for increased use of Project-Based Learning and Performance-Based Assessment Tasks and encourages “school networks to use a project-based learning approach and practitioner-developed performance-based assessment tasks to determine student progress toward these competencies.”

The workshop will directly address this initiative. Based on the recent ASCD book, *Designing Authentic Performance Tasks and Projects* (ASCD, 2020), lead author Jay McTighe will present a set of ideas for designing authentic tasks and projects to engage students in meaningful learning and to assess important learning outcomes, including the New York State Portrait of a Graduate competencies. Participants will review sample tasks and projects, preview four practical and proven design tools for creating rich tasks, and review a set of criteria to use in evaluating high-quality tasks and projects. A part of this workshop will explore ways of responsibly differentiating performance tasks and projects to honor students’ varied interests, cultures and skill levels, and allow “voice and choice” opportunities for students.

Participation will enable participants to:

- identify the characteristics of, and distinctions between, authentic performance tasks and projects (PBL);
- apply a set of practical and proven tools (including AI) for designing authentic performance tasks that integrate one or more P.O.G. competencies with disciplinary content;
- appropriately differentiate performance tasks based on varied skill levels and interests of students;
- apply success criteria when reviewing prospective tasks; and
- access excellent web-based resources to support the design and use of performance tasks and projects.



DATE/TIME: March 23, 2026 / 8:30 am – 2:30 pm

COST: \$349 for subscribers* / \$399 for non-subscribers (book not included; buffet lunch included)

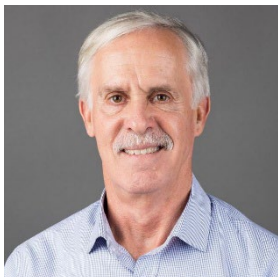
*For those districts who **subscribe** to the ESBOCES Comprehensive Curriculum Development Service – FREE for a maximum of 1 participant. Additional registrations are discounted at a rate of \$349.

For those districts who **do not subscribe to the ESBOCES Comprehensive Curriculum Development Service the cost is \$399 per participant.

AUDIENCE: District and Building Administrators; Educators

LOCATION: Instructional Support Center at Sequoya, 750 Waverly Avenue, Holtsville

REGISTER: <https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=10057&I=5278319>



Jay McTighe is a veteran educator and accomplished author, having co-authored 18 books, including the award-winning and best-selling *Understanding by Design*® series with Grant Wiggins. His books have been translated into fourteen languages. Jay has also written more than 60 book chapters, along with articles and blogs for leading journals, including *Educational Leadership* (ASCD) and *Edutopia*. Jay has an extensive background in professional development and is a regular speaker at state, national and international conferences. He has made presentations in 48 states within the United States, in 7 Canadian provinces, and internationally in 39 countries on six continents.