Proof of Process Planning Document

Aim: Take a traditional or new assignment and transform it into one that requires process elements.

Step 1: Planning and brainstorming
- Part A: Consider what you want students to get out of the assignment and which learning standard it aligns with:
- I want students to be able to:_____

  _____

- Aligns with learning standards: _____
- Part B: Reflect on Bloom's Taxonomy Revisited and which higher order thinking skills you want your students to utilize in this assignment.
- Bloom's higher order thinking skills: _____

  _____

Step 2: Create an outline or storyboard of the assignment, include **process elements**. Ask students to provide:
- **An outline and planning documentation**
  - Make localized connections to previous class content
    - Example: How does this extend what we covered last week on…
- If requiring **research**, ask students to evaluate each source and defend why they chose the source that they did (i.e., how is it relevant, how is it credible, etc.)
- Require **revisions at pre-planned checkpoints** for the assignment
  - Students can submit multiple drafts with tracked changes
  - Require reflection questions after specific checkpoints and connect it to the new release of information
- **Release assignment information in chunks**
  - Nonlinear: Change the direction of the assignment
  - Linear: Ask students to make connections to their current work with the new information, expand on the current draft
    - Example: After students have submitted a draft of an essay, require students to go back and add in transition words where appropriate.
- Practice **peer feedback**
  - If students are prepared to give feedback (i.e., follow a rubric or guidance sheet on how to give peer feedback), have peer feedback in the assignment for a specific checkpoint
- Require **reflections and/or self-assessment**
  - Ask students to summarize their progress and any challenges or connections they made to class content and/or their personal lives.
  - Ask students to rate themselves in a self-assessment according to a rubric
- Use **video or audio recordings** for students to describe their progress, any obstacles, and ideas on where they currently are at in the assignment.