

**Book Review: *Designing Authentic Performance Tasks and Projects: Tools for Meaningful Learning and Assessment*. Hawker Brownlow Education, McTighe, Jay, et al. (2020)**

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In the book “**Designing Authentic Performance Tasks and Projects**” by Jay Mctighe, Kristina J.Doubet, and Eric M.Carbaugh, we find tools for meaningful learning and assessment.

**Jay Mctighe** is a successful writer, coauthoring more than a dozen books. He Coordinated widespread efforts to expand curriculum models, assessment procedures, and instructional strategies for improving the thinking ability of students. Jay has written more than 35 articles and book chapters. He is also a regular speaker at national, state, and district conferences. He got selected to participate in the Educational Policy Fellowship Program.

**Kristina J. Doubet** has partnered with hundreds of schools, districts, and organizations around initiatives related to differentiated instruction, the Understanding by Design framework, classroom assessment, digital learning, and classroom management and grouping. Her contemporary research basis on adolescent literacy and innovative school structure. She is, moreover, authoring many journal articles, including Kappan and Educational Leadership, Strategies to Engage Equip All Learners.

**Eric M.Carbaugh** Eric has worked with more than 80 schools and districts on performance-based assessment, differentiated instruction, the Understanding by Design curriculum framework, effective use of instructional technology, and other various educational best practices. He is a journal, editor and board member for the Virginia ASCT chapter.

In this book, we observe the importance of gathering students using modern performance techniques and tasks. In the book, we observe the importance of gathering students using modern performance techniques and tasks. We see different performance tasks and project skills for modern-age learners. There are many practical examples to enhance the learners' knowledge for a better understanding of design projects. As the main title is designing authentic performance tasks and projects, we can get information on designing productive task-based projects. It also offers various ideas and tips to overcome challenges in designing a course project.

Moreover, evaluation tools are discussed for assessing students' performance. There are also practical and proven methods for designing and setting criteria. Additionally, the book highlights the critical role of formative assessment and feedback in developing student performance.

This book does not only deal with a particular type of student; rather, it focuses on notions for the strategic use of resources and technology to access all students. Furthermore, we see the collaboration and navigation of teacher-student partnership, how the teacher addresses practical needs and manages different tasks and projects. Ultimately, the book explores how we can design the best performance-based curriculum at the district and school levels, keeping in mind modern education needs.

If we talk about our personal experience with this book, the language is comprehensive, clear and precise. The font style and size do not bother the readers, and there is clarity of concepts through different analogies and examples, which helps a reader not get complex. We also find a collection of resources like, various examples of performance tasks, projects, tools, and rubrics. We learned how to design, implement, construct, and collaborate between teachers and students and how to create a performance-based curriculum.

This book is recommended for educators on how they can design and use effective performance tasks and projects, with some rules to grab the students in learning and to stalk the modern education system.