

Performance Task Examples

(continued)

Mythic Job Search - (English, grades 7-10) _____

Your task is to select an epic hero from the literature we have read and write a letter to the hero in which you apply for a job as a crew member on his expeditions. In the letter, you must be specific about the position for which you are applying, your qualifications for the job, and why you feel you would be an asset to the crew. Be sure to make your letter persuasive by making it clear you understand the particular struggles and adventures the hero and crew have already undertaken, and how you might be of value to them in handling such situations and difficulties. Write in business letter form, and include a résumé.

We Salute You - (Language Arts, Social Studies, grades 1-3)

Our room mother, Mrs. _____, has done many things to help us throughout the year. When people do things for you, it is important to show appreciation. We will each be writing a letter to her to thank her and let her know how she has helped our class.

Your letter should include all the parts of a friendly letter. Be sure to tell Mrs. _____ at least three ways she has been helpful to our class. Include at least one thing that you especially appreciate about Mrs. _____.

Sheetrocking a Home - (Mathematics, grades 7-9) _____

When contractors give us an estimate on home repairs, how can we know if the cost is reasonable? You have been asked by a homeowner to review a sheetrocking contractor's proposal to determine whether he is being overcharged. (Students are given room dimensions and cost figures for materials, labor, and a 20% profit.)

Examine the proposal and write a letter to the homeowner providing your evaluation of the proposal. Be sure to show your calculations so that the homeowner will understand how you arrived at your conclusion.

From the Mountains to the Seashore - (History, Geography, Math, grades 5-8)

A group of nine foreign students is visiting your school for one month as part of an international exchange program. (Don't worry, they speak English!) The principal has asked your class to plan and budget a four-day tour of Virginia to help the visitors understand the state's impact on the history and development of our nation. Plan your tour so that the visitors are shown sites that best capture the ways that Virginia has influenced our nation's development.

You should prepare a written tour itinerary, including an explanation of why each site was selected. Include a map tracing the route for the four-day tour and a budget for the trip.

Constructing a Performance Task Scenario

(G.R.A.S.P.S. - mathematics example)

Goal:

- **The goal (within the scenario) is to minimize costs for shipping bulk quantities of M&Ms.**

Role:

- **You are an engineer in the packaging department of the M&M Candy Company.**

Audience:

- **The target audience is non-engineer company executives.**

Situation:

- **You need to convince penny-pinching company officers that your container design will provide cost-effective use of the given materials, maximize shipping volume of bulk quantities of M&Ms, and be safe to transport.**

Product/Performance and Purpose:

- **You need to design a shipping container from given materials for the safe and cost-effective shipping of the M&Ms. Then you will prepare a written proposal in which you include a diagram and show mathematically how your container design provides effective use of the given materials and maximizes the shipping volume of the M&Ms.**

Standards & Criteria for Success:

- **Your container proposal should...**
 - provide cost-effective use of the given materials
 - maximize shipping volume of bulk quantities of M&Ms
 - be safe to transport
- **Your models must make the mathematical case.**

Constructing a Performance Task Scenario

(G.R.A.S.P.S. - social studies example)

Goal:

- **Your goal is to help a group of foreign visitors understand the key historic, geographic and economic features of our region.**

Role:

- **You are an intern at the Regional Office of Tourism.**

Audience:

- **The audience is a group of nine foreign visitors (who speak English).**

Situation:

- **You have been asked to develop a plan, including a budget, for a four-day tour of the region. Plan your tour so that the visitors are shown sites that best illustrate the key historical, geographic and economic features of our region.**

Product/Performance and Purpose:

- **You need to prepare a written tour itinerary and a budget for the trip. You should include an explanation of why each site was selected and how it will help the visitors understand the key historic, geographic and economic features of our region. Include a map tracing the route for the tour.**
[Optional: Provide a budget for the trip.]*

Standards & Criteria for Success:

- **Your proposed tour plan needs to include...**
 - an itinerary and route map
 - the key historical, geographic and economic features of the region
 - a clear rationale for the selected sites
 - *- accurate and complete budget figures

Possible STUDENT ROLES and AUDIENCES

KEY: ROLES = x and AUDIENCES = √

<input type="checkbox"/> actor	<input type="checkbox"/> family member	<input type="checkbox"/> playwright
<input type="checkbox"/> advertiser	<input type="checkbox"/> farmer	<input type="checkbox"/> poet
<input type="checkbox"/> artist/illustrator	<input type="checkbox"/> filmmaker	<input type="checkbox"/> policeman/woman
<input type="checkbox"/> author	<input type="checkbox"/> firefighter	<input type="checkbox"/> pollster
<input type="checkbox"/> biographer	<input type="checkbox"/> forest ranger	<input type="checkbox"/> radio listener
<input type="checkbox"/> board member	<input type="checkbox"/> friend	<input type="checkbox"/> reader
<input type="checkbox"/> boss	<input type="checkbox"/> geologist	<input type="checkbox"/> reporter
<input type="checkbox"/> boy/girl scout	<input type="checkbox"/> government official	<input type="checkbox"/> researcher
<input type="checkbox"/> businessperson	<input type="checkbox"/> historian	<input type="checkbox"/> reviewer
<input type="checkbox"/> candidate	<input type="checkbox"/> historical figure	<input type="checkbox"/> sailor
<input type="checkbox"/> carpenter	<input type="checkbox"/> illustrator	<input type="checkbox"/> school official
<input type="checkbox"/> cartoon character	<input type="checkbox"/> intern	<input type="checkbox"/> scientist
<input type="checkbox"/> cartoonist	<input type="checkbox"/> interviewer	<input type="checkbox"/> ship's captain
<input type="checkbox"/> caterer	<input type="checkbox"/> inventor	<input type="checkbox"/> social scientist
<input type="checkbox"/> celebrity	<input type="checkbox"/> judge	<input type="checkbox"/> social worker
<input type="checkbox"/> chairperson	<input type="checkbox"/> jury	<input type="checkbox"/> statistician
<input type="checkbox"/> chef	<input type="checkbox"/> lawyer	<input type="checkbox"/> storyteller
<input type="checkbox"/> choreographer	<input type="checkbox"/> library patron	<input type="checkbox"/> student
<input type="checkbox"/> CEO	<input type="checkbox"/> literary critic	<input type="checkbox"/> taxi driver
<input type="checkbox"/> coach	<input type="checkbox"/> lobbyist	<input type="checkbox"/> teacher
<input type="checkbox"/> community members	<input type="checkbox"/> meteorologist	<input type="checkbox"/> t.v. viewer
<input type="checkbox"/> composer	<input type="checkbox"/> museum director/	<input type="checkbox"/> tour guide
<input type="checkbox"/> clients/customer	<input type="checkbox"/> curator	<input type="checkbox"/> trainer
<input type="checkbox"/> construction worker	<input type="checkbox"/> museum goer	<input type="checkbox"/> travel agent
<input type="checkbox"/> dancer	<input type="checkbox"/> neighbor	<input type="checkbox"/> traveler
<input type="checkbox"/> designer	<input type="checkbox"/> newscaster	<input type="checkbox"/> t.v./movie
<input type="checkbox"/> detective	<input type="checkbox"/> novelist	<input type="checkbox"/> character
<input type="checkbox"/> editor	<input type="checkbox"/> nutritionist	<input type="checkbox"/> tutor
<input type="checkbox"/> elected official	<input type="checkbox"/> panelist	<input type="checkbox"/> viewer
<input type="checkbox"/> embassy staff	<input type="checkbox"/> parent	<input type="checkbox"/> visitor
<input type="checkbox"/> engineer	<input type="checkbox"/> park ranger	<input type="checkbox"/> website designer
<input type="checkbox"/> expert (in _____)	<input type="checkbox"/> pen pal	<input type="checkbox"/> zoo keeper
<input type="checkbox"/> eye witness	<input type="checkbox"/> photographer	
	<input type="checkbox"/> pilot	

Possible Products and Performances

What student **product(s)** and/or **performance(s)** will provide appropriate evidence of understanding and/or proficiency? The following lists offer possibilities. (Remember that student products and performances should be framed by an explicit purpose or goal and an identified audience.)

Written

- ___ advertisement
- ___ biography
- ___ book report/review
- ___ brochure
- ___ collection
- ___ crossword puzzle
- ___ editorial
- ___ essay
- ___ experiment record
- ___ historical fiction
- ___ journal
- ___ lab report
- ___ letter
- ___ log
- ___ magazine article
- ___ memo
- ___ newscast
- ___ newspaper article
- ___ play
- ___ poem
- ___ position paper
- ___ proposal
- ___ research report
- ___ script
- ___ story
- ___ test
- ___ web site

Oral

- ___ audiotape
- ___ conversation
- ___ debate
- ___ discussion
- ___ dramatization
- ___ dramatic reading
- ___ interview
- ___ radio script
- ___ oral presentation
- ___ oral report
- ___ poetry reading
- ___ puppet show
- ___ rap
- ___ skit
- ___ speech
- ___ song
- ___ teach a lesson

___ other: _____

___ other: _____

Visual

- ___ advertisement
- ___ banner
- ___ cartoon
- ___ collage
- ___ computer graphic
- ___ data display
- ___ design
- ___ diagram
- ___ diorama
- ___ display
- ___ drawing
- ___ filmstrip
- ___ flyer
- ___ game
- ___ graph
- ___ map
- ___ model
- ___ Power Point show
- ___ photograph
- ___ questionnaire
- ___ painting
- ___ poster
- ___ scrapbook
- ___ sculpture
- ___ slide show
- ___ storyboard
- ___ videotape

Differentiation via Student Interests

Primary Grades (pre-K – 2)

- animals/pets
- cartoons
- characters (in books, on t.v., etc.)
- community helpers
- dinosaurs
- five senses
- holidays
- planets/outer space

- plants
- seasons
- sharks
- weather/snow
- zoo

Other:

- _____

Intermediate Grades (3 – 5)

- archaeology
- books/literature
- computers - games
- disasters
- famous people
- friends
- games
- geography

- movies
- mysteries
- outer space
- sports
- television/t.v. shows
- video games

Other:

- _____

Middle School (6 – 8)

- amusement parks
- clothing/fashion
- computers – games, e-mail, IM
- disasters
- friends
- games
- jobs/earning money
- music/musical groups

- movies
- science fiction
- shopping
- sports
- television/t.v. shows
- video games

Other:

- _____

High School (9 – 12)

- automobiles
- careers
- clothing/fashion
- colleges
- computers – games, e-mail, IM
- dating/romance
- friends
- jobs/earning money

- music/musical groups
- shopping
- sports
- travel
- vacations
- video games

Other:

- _____

Allowing Student Choice in Products

The following Tic-Tac-Toe Chart offers a practical technique for allowing appropriate student choice regarding the product(s) and/or performance(s). The teacher may structure the options while allowing students to choose from the various columns.

Product Tic-Tac-Toe Chart

ESSAY	ORAL REPORT	POSTER
RADIO SCRIPT	FREE CHOICE	COMIC STRIP
LETTER	ROLE PLAY	ILLUSTRATED BROCHURE

Performance Task Blueprint

What content standard(s)/understanding(s) will be assessed through this task?

Students will demonstrate an understanding of a balanced diet.
Students will plan nutritional meals/snacks for themselves and others.

What criteria are implied in the standard(s)/understanding(s) regardless of the task specifics?

What qualities must student products/performances demonstrate to reveal understanding/proficiency?

- understanding of a balanced diet
- nutritionally sound meal plan

Through what authentic performance task(s) will students demonstrate understanding/proficiency?

Task Overview (GRASPS)

Since we have been learning about nutrition, the camp director at the Outdoor Ed. Center has asked us to propose a nutritionally-balanced menu for our three-day trip to the Center later this year. Using the USDA Food Pyramid guidelines and the Nutrition Facts on food labels, design a plan for three days, including the 3 main meals and 3 snacks (a.m., p.m., and campfire). In addition to your menu, prepare a letter to the camp director explaining how your menu meets the USDA nutritional guidelines while providing a tasty and nutritionally-balanced menu.

What student products/performances will provide evidence of desired understanding/proficiency?

- letter to camp director

*By which **primary** criteria will student products/performances be evaluated?*

- effective illustration of balanced diet
- proposed menu plan accurately illustrates sound nutrition

*By which **secondary** criteria will student products/performances be evaluated?*

- chart is neat and attractive
- proper letter form
- correct spelling and conventions

Blueprint for Differentiating Tasks

What content standard(s)/understanding(s) will be assessed through this task?

Students will demonstrate an understanding of a balanced diet.
Students will plan nutritional meals/snacks for themselves and others.

What criteria are implied in the standard(s)/understanding(s) regardless of the task specifics?

What qualities must student products/performances demonstrate to reveal understanding/proficiency?

- understanding of a balanced diet
- nutritionally sound meal plan

Through what authentic performance task(s) will students demonstrate understanding/proficiency?

Task 1 Overview (GRASPS)

Your task is to prepare a picture book for first graders to help them understand what a "balanced diet" is. Show two examples of nutritionally-balanced meals and two that are not healthy. Include pictures to show the children what might happen to someone who only ate "junk" foods instead of a balanced diet.

Task 2 Overview (GRASPS)

Your task is to produce a pamphlet for the community health clinic. (Audience = adults and teenagers.) Your brochure should contain a written explanation of sound nutrition and include two sample daily meal plans showing how they meet the USDA recommendations. Include a chart showing a breakdown of the fat, protein, carbohydrates, vitamins, minerals, and calories for each meal plan.

What student products/performances will provide evidence of desired understanding/proficiency?

• picture book

- written pamphlet
- chart of nutritional values

*By which **primary** criteria will student products/performances be evaluated?*

- effective explanation of balanced diet
- examples accurately illustrate nutritionally sound meals

*By which **secondary** criteria will student products/performances be evaluated?*

- book is neat and attractive
- foods are accurately colored

- correct grammar/mechanics
- accurate nutritional chart

Blueprint for Differentiating Tasks

What content standard(s)/understanding(s) will be assessed through this task?

What criteria are implied in the standard(s)/understanding(s) regardless of the task specifics?

What qualities must student products/performances demonstrate to reveal understanding/proficiency?

Through what authentic performance task(s) will students demonstrate understanding/proficiency?

Task 1 Overview (GRASPS)

Task 2 Overview (GRASPS)

What student products/performances will provide evidence of desired understanding/proficiency?

*By which **primary** criteria will student products/performances be evaluated?*

*By which **secondary** criteria will student products/performances be evaluated?*

Identifying Important Performance Qualities

PART 1 – Individually, list the important qualities or traits for_____.

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

PART 2 – With your group, agree to 4-6 of the most important traits. List them below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

An Analytic Rubric Frame

Understanding:

Specific Product or Performance:

traits						
scale						
weights						
4						
3						
2						
1						

Descriptive Terms for Differences in Degree

Use the following general terms to describe differences in degree when constructing a “first-time” scoring rubric with a four-point scale. Once the rubric is applied, an analysis of student work will yield more precise descriptive language and a rubric with more gradations.

Degrees of Understanding

- Thorough and complete
- Substantial
- Partial or incomplete
- Misunderstanding or serious misconceptions

Degrees of Frequency

- Always or consistently
- Frequently or generally
- Sometimes or occasionally
- Rarely or never

Degrees of Effectiveness

- Highly effective
- Generally effective
- Somewhat effective
- Ineffective

Degrees of Independence

Student successfully completes the task

- Independently
- With minimal assistance required
- With moderate assistance required
- With considerable assistance required

Degrees of Accuracy

- Completely accurate; all (facts, concepts, mechanics, computations) correct
- Generally accurate; minor inaccuracies do not affect overall result
- Inaccurate; numerous errors detract from result
- Major inaccuracies; significant errors throughout

Degrees of Clarity

- Exceptionally clear; easy to follow
- Generally clear; able to follow
- Lacks clarity; difficult to follow
- Unclear; impossible to follow

Use the frame below to evaluate – 1) the degree of student understanding, and 2) effectiveness of performance/product.

An Analytic Scoring Rubric

(example of two basic traits)

traits	<i>understanding</i>		<i>performance/performance quality</i>
	<i>weights</i> →	65%	35%
4	Shows a sophisticated understanding of the relevant ideas or processes. The concepts, evidence, arguments, qualifications made, questions posed and/or methods used are advanced, going well beyond the grasp of the subject typically found at this age level.	The performance/product is highly effective. The ideas are presented in an engaging, polished, clear and thorough manner, mindful of the audience, context, and purpose. There is unusual craftsmanship in the final product/performance.	
3	Shows a solid understanding of the relevant ideas or processes. The concepts, evidence, arguments, and/or methods used are appropriate for addressing the issues/problems. There are no misunderstandings of key ideas or overly-simplistic approaches.	The performance/product is effective. The ideas are presented in a clear and thorough manner, showing awareness of the audience, context, and purpose.	
2	Shows a somewhat naive or limited understanding of the relevant ideas or processes. The concepts, evidence, arguments, and/or methods used are somewhat simple/crude/inadequate for addressing the issues/problems. Response may reveal some misunderstanding of key ideas or methods.	The performance/product is somewhat effective. There are some problems with clarity, thoroughness, delivery, and/or polish. It is unclear whether audience, context, and purpose have been considered.	
1	Shows little apparent understanding of the relevant ideas and issues. The concepts, evidence, arguments, and/or methods used are inadequate for addressing the issues/problems. Response reveals major misunderstandings of key ideas or methods.	The performance/product is ineffective. The performance is unpolished, providing little evidence of prior planning, practice, and consideration of purpose and audience. OR The presentation is so unclear and confusing as to make it difficult to determine the key points.	