Performance Tasks

INTRODUCTION & PURPOSE

Define what a PERFORMANCE TASK item is
List a VARIETY OF PERFORMANCE TASKS
Identify the BENEFITS and CHALLENGES of performance tasks
Know that there is a WHAT-WHO-HOW FRAMEWORK that you can use to design performance tasks
Use the ASSESSMENT BLUEPRINT to design assessment items
Performance Tasks

Types of Assessment Items

Performance Tasks

Matching

True/False

Multiple Choice

Sources: Kansas State Department of Education, Assessment Literacy Project; Ohio Department of Education, "How to Design and Select Quality Assessments;" Relay Graduate School of Education, Designing and Evaluating Assessments (2014); Rhode Island Department of Education, "Deepening Assessment Literacy."
Performance Tasks

KEY CONCEPTS

Performance Tasks

Students create products or perform tasks to show their mastery of a particular skill.
KEY CONCEPTS

Performance Tasks

• Performance tasks place student demonstration of ability at the center of assessment.
• Performance tasks approximate real-world application of complex skills.
• Allow students to actively demonstrate their learning and skills.

Multiple Choice

KEY CONCEPTS
Performance Tasks

**KEY CONCEPTS**

- Performance tasks place student demonstration of ability at the center of assessment.
- Performance tasks approximate real-world application of complex skills.
- Allow students to actively demonstrate their learning and skills.
- Performance tasks can measure abilities beyond academic knowledge and skills.
- Performance tasks are typically more engaging for students.
Performance Tasks

KEY CONCEPTS

- Performance tasks can be time-consuming to design and score in a consistent and unbiased manner.

How to Use a What-Who-How Framework to Design Performance Tasks

- Types of Assessment Items
- Performance Tasks
- Written
- Physical
- Verbal
- Visual

- Group
- Individual
- Parameters
- Timing
- Communication

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Performance Tasks

KEY CONCEPTS

Types of Assessment items
Performance tasks
How to use the Assessment Blueprint

Assessment Item #

ITEM

ANSWER KEY, SCORING GUIDE OR RUBRIC

2 points: ____________________________________________
1 point: ____________________________________________
0 points: ____________________________________________

Exemplar answer:
________________________________________________________________
________________________________________________________________

scoring guides
scoring tools that assign points to different levels of student performance

scoring tools
Performance Tasks

KEY CONCEPTS

rubrics: scoring tools that articulate levels of performance in relation to standards or other expectations

2 points: ________________________________________________________
1 point:    ________________________________________________________
0 points:   ________________________________________________________

Exemplar answer:
________________________________________________________________
________________________________________________________________

→
→

KEY CONCEPTS

KEY CONCEPTS

KEY CONCEPTS
Performance Tasks

KEY CONCEPTS

1. Primary Purpose of the Assessment
   - Summative

2. Standard(s) (one per row)
3. Skill(s) (one per row)
4. Level(s) of Rigor
5. Possible Type(s) of Items

- **Reading Informational Text 1:**
  - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
  - Quote accurately from the text (explicitly and making inferences).
  - 1 SR

- **Reading Informational Text 2:**
  - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
  - Identify main ideas and how key details support them.
  - 2 CR

- **Reading Informational Text 4:**
  - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
  - Determine the meaning of new vocabulary words.
  - 2 SR

- **Reading Informational Text 8:**
  - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
  - Explain how the author uses evidence to support his or her claims.
  - 4 CR

- **Writing 1:**
  - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - Write an opinion piece on texts.
  - 5 CR, PT
  - Support your point of view with evidence.
  - 5 CR, PT

6. Write and/or Select Assessment Items

<table>
<thead>
<tr>
<th>Item #</th>
<th>Standard(s) and/or Skill(s)</th>
<th>Type of Item</th>
<th>Level(s) of Rigor</th>
<th># of Points</th>
<th>% of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Determine the meaning of new vocabulary words.</td>
<td>SR-MC</td>
<td>1-3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Quote accurately, identify main ideas and explain how the author uses evidence.</td>
<td>CR- Short Answer</td>
<td>3-4</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**
### KEY CONCEPTS

#### 1. Write and/or Select Assessment Items

<table>
<thead>
<tr>
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<th>Type of Item</th>
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<th># of Points</th>
<th>% of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Determine the meaning of new vocabulary words.</td>
<td>SR-MC</td>
<td>1-3</td>
<td>5</td>
<td>24</td>
</tr>
<tr>
<td>2</td>
<td>Quote accurately, identify main ideas and explain how the author uses evidence.</td>
<td>CR-Short Answer</td>
<td>3-4</td>
<td>12</td>
<td>34</td>
</tr>
<tr>
<td>3</td>
<td>Write an opinion, and support your point of view.</td>
<td>PT-Essay</td>
<td>5</td>
<td>18</td>
<td>51</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

#### KEY CONCEPTS

**ITEM**

**ANSWER KEY, SCORING GUIDE OR RUBRIC**

**Assessment Item #3**

Using information from both sources, the excerpt from Chapter 11 of *Who Was Marco Polo?* by Joan Holub and the excerpt from *The Adventures of Marco Polo* by Russell Freedman, write an essay in which you provide an opinion that either Marco Polo told the truth in his book or Marco Polo made up his stories. Your audience is your classmates from your history class who have learned about Marco Polo. Be sure to use information from both of the texts to support your opinion. Write your essay in the space below.

**Sources:** Student Achievement Partners, “Mini-Assessment for *Who Was Marco Polo?* by Joan Holub and *The Adventures of Marco Polo* by Russell Freedman” (2014).
### Performance Tasks

#### KEY CONCEPTS

<table>
<thead>
<tr>
<th>Assessment Item #3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RUBRIC</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Reading:</strong></td>
</tr>
<tr>
<td><strong>Comprehension of Key Ideas and Details</strong></td>
</tr>
<tr>
<td><strong>Writing:</strong></td>
</tr>
<tr>
<td><strong>Written Expression</strong></td>
</tr>
<tr>
<td><strong>Writing:</strong></td>
</tr>
<tr>
<td><strong>Knowledge of Language and Conventions</strong></td>
</tr>
</tbody>
</table>

Source: PARCC, Grades 4 and 5 Condensed Scoring Rubric for Prose Constructed Response Items (2013).

### Source:

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---

<table>
<thead>
<tr>
<th><strong>RUBRIC</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3 Points</strong></td>
</tr>
<tr>
<td><strong>2 Points</strong></td>
</tr>
<tr>
<td><strong>1 Point</strong></td>
</tr>
<tr>
<td><strong>0 Points</strong></td>
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<tbody>
<tr>
<td><strong>3 Points</strong></td>
</tr>
<tr>
<td><strong>2 Points</strong></td>
</tr>
<tr>
<td><strong>1 Point</strong></td>
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<td><strong>0 Points</strong></td>
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<tbody>
<tr>
<td><strong>3 Points</strong></td>
</tr>
<tr>
<td><strong>2 Points</strong></td>
</tr>
<tr>
<td><strong>1 Point</strong></td>
</tr>
<tr>
<td><strong>0 Points</strong></td>
</tr>
</tbody>
</table>
Performance Tasks

KEY CONCEPTS

<table>
<thead>
<tr>
<th>Reading Comprehension: Key Ideas and Details</th>
<th>3 Points</th>
<th>2 Points</th>
<th>1 Point</th>
<th>0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide an accurate analysis and support the analysis with effective textual evidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Writing: Written Expression | Write in a style appropriate to their audience and use relevant, text-based evidence to address the prompt | | | |

| Writing: Knowledge of Language and Conventions | | | | |

CHECK FOR UNDERSTANDING

- Define what a PERFORMANCE TASK item is
- List a VARIETY OF PERFORMANCE TASKS
- Identify the BENEFITS and CHALLENGES of performance tasks
- Know that there is a WHAT-WHO-HOW FRAMEWORK that you can use to design performance tasks
- Use the ASSESSMENT BLUEPRINT to design assessment items
1. List a variety of performance tasks, either repeating those listed earlier in this module or using those you come up with on your own or in teams.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Performance Tasks

CHECK FOR UNDERSTANDING

1. List a variety of performance tasks, either repeating those listed early in this module or using those you come up with on your own or in teams.

A kindergarten teacher asks a student to count from 1 to 30 or say her ABCs. A first-grade teacher asks her students to read a passage out loud from a book. A fourth-grade physical education teacher asks her students to demonstrate skills they have developed during a unit on jumping rope. An eighth-grade visual arts teacher asks his students to use different media to create sculpted figures that convey actions or gestures. A middle-school science teacher asks her students to complete experiments to demonstrate that they know how to apply the scientific method and how to use the scientific equipment that they will use to do more advanced experiments.

CHECK FOR UNDERSTANDING

2. Describe one benefit and one challenge of performance tasks.

CHECK FOR UNDERSTANDING

2. Describe one benefit and one challenge of performance tasks.
2. Describe one benefit and one challenge of performance tasks.

Performance tasks place student demonstration of ability at the center of assessment. They approximate real-world application of complex skills more closely than other types of items, and they allow students to actively demonstrate their learning and skills. On the other hand, performance tasks can be time consuming to design and score in a consistent and unbiased manner.