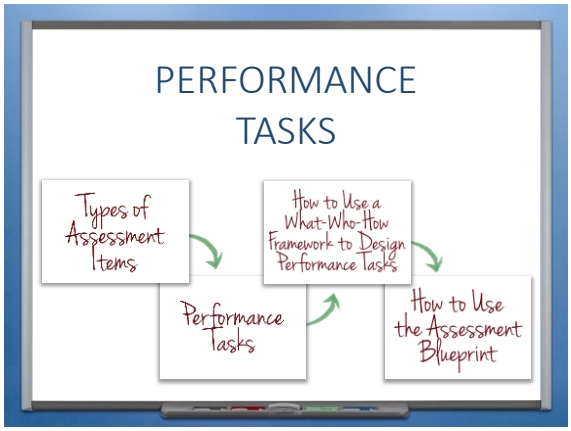
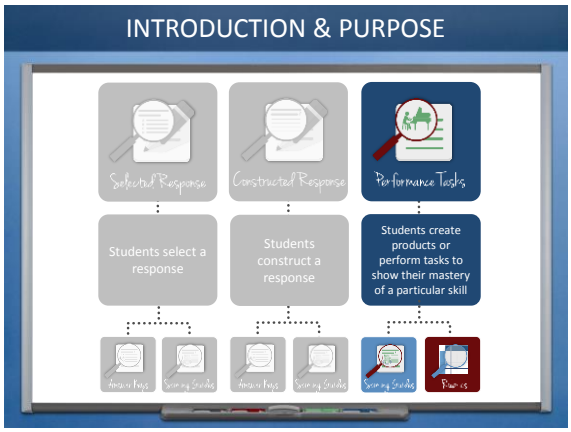
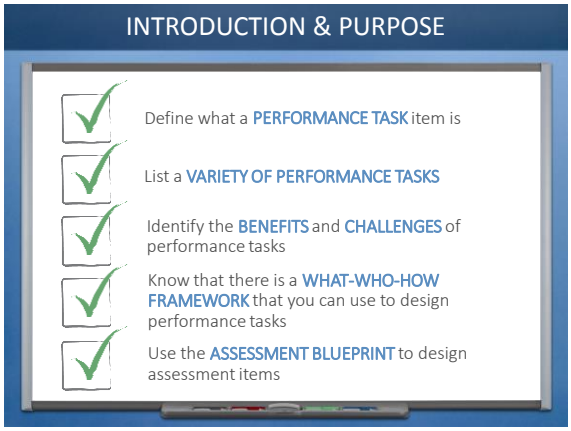
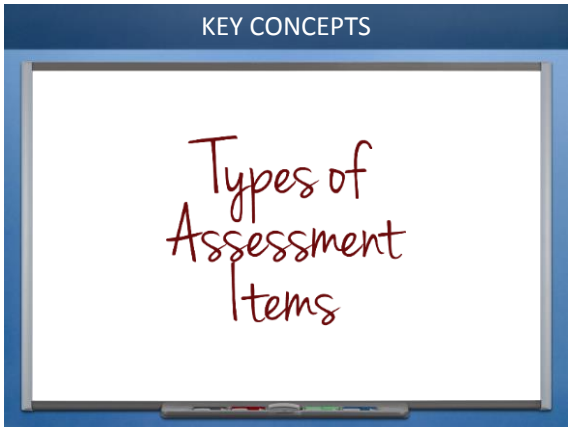
Performance Tasks

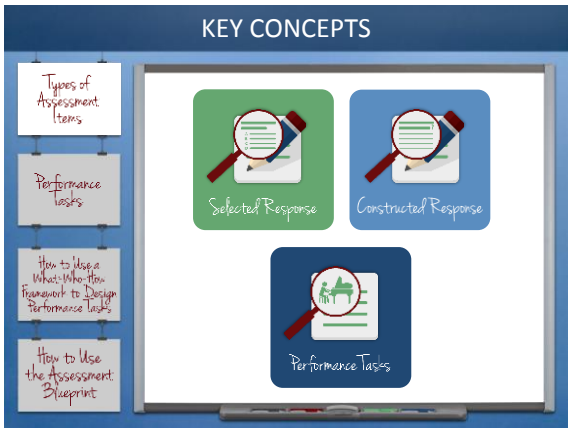


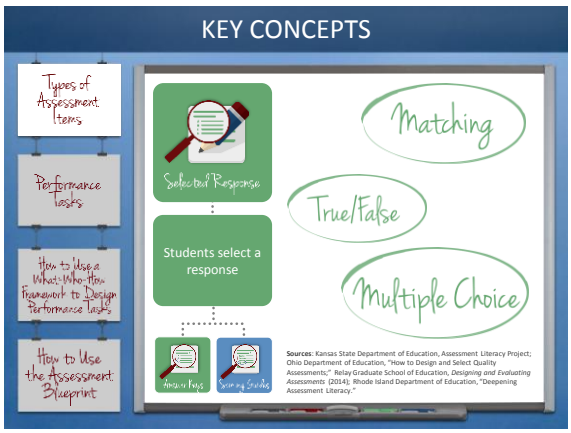




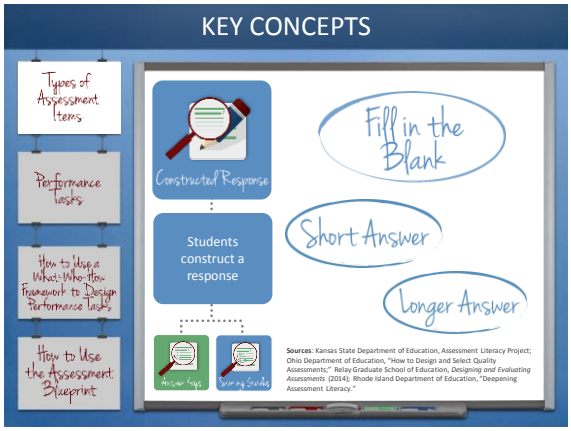
Performance Tasks

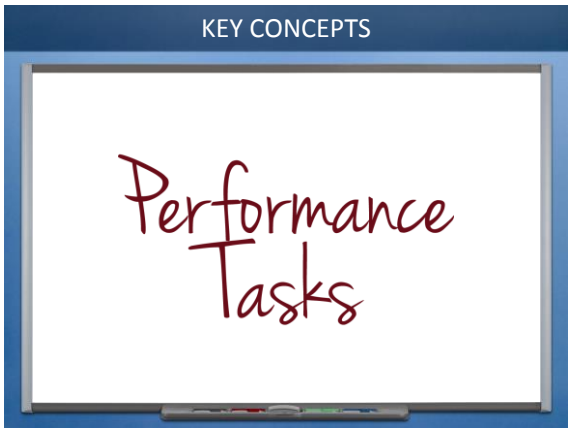


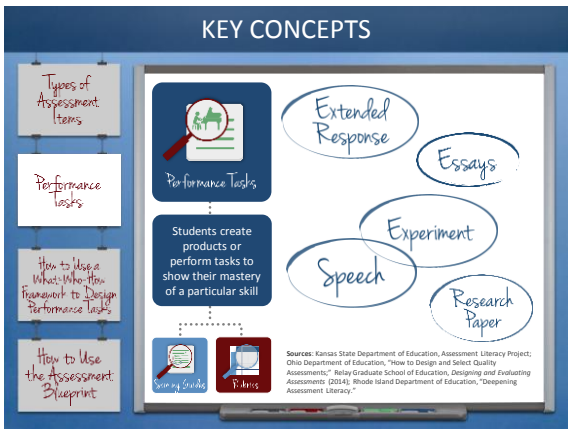




Performance Tasks







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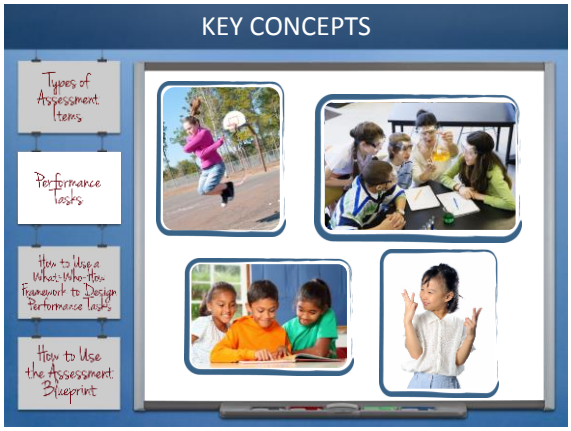

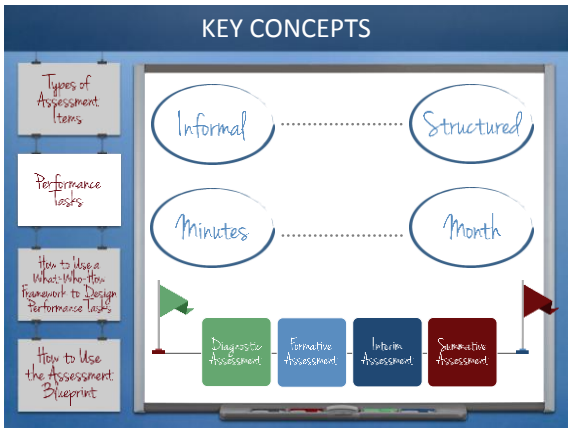

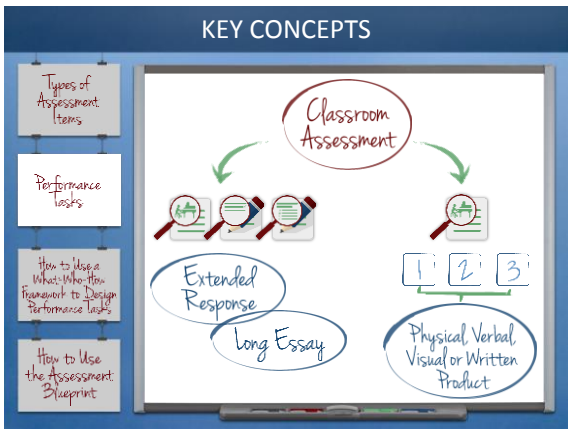

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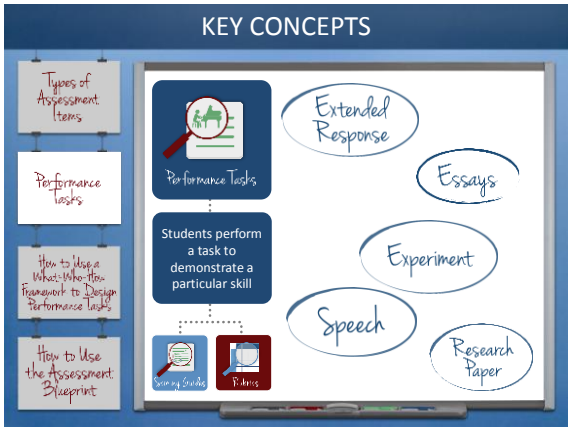

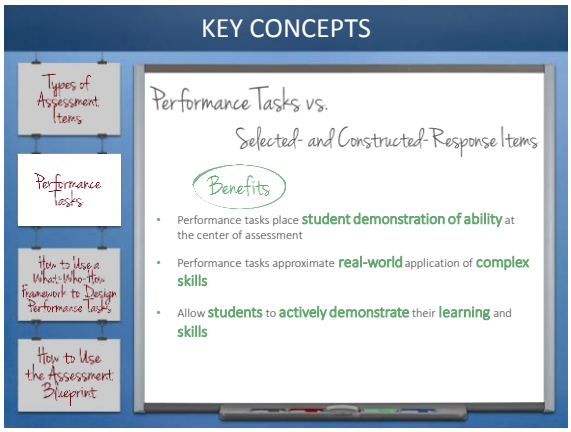

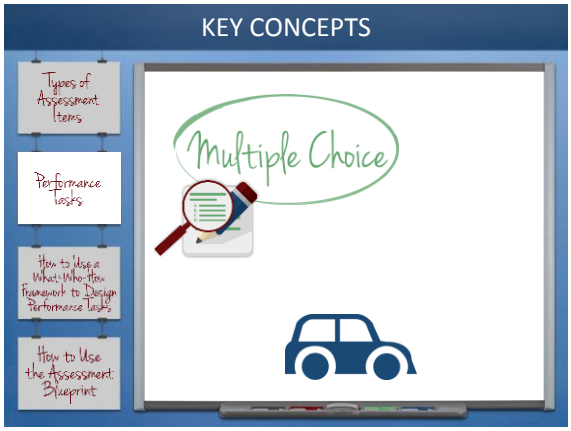

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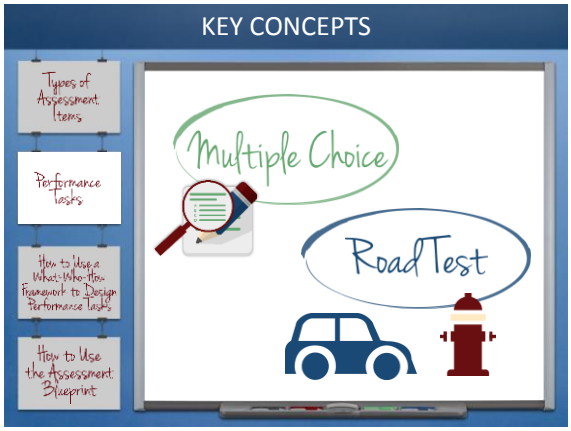

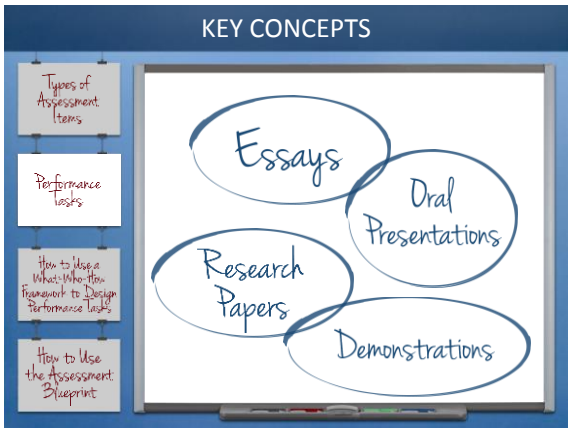

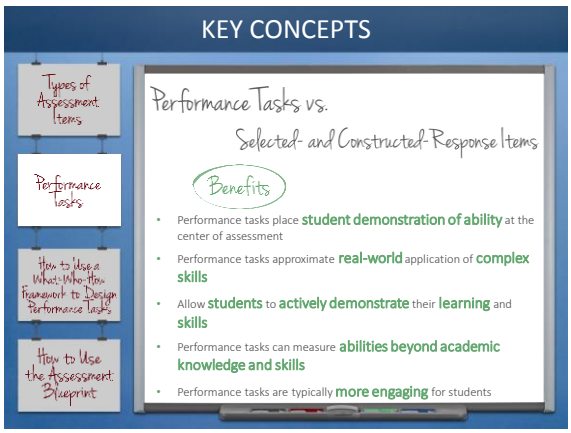

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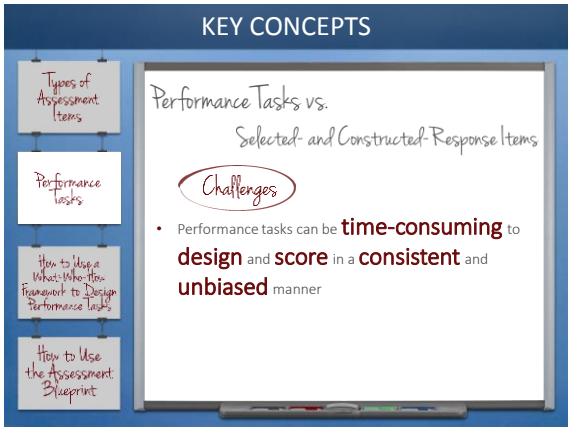

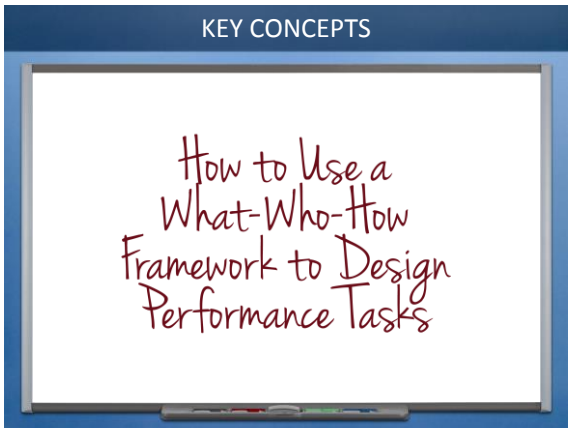

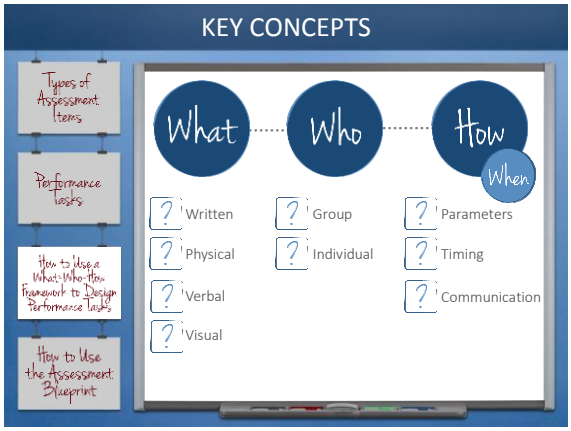

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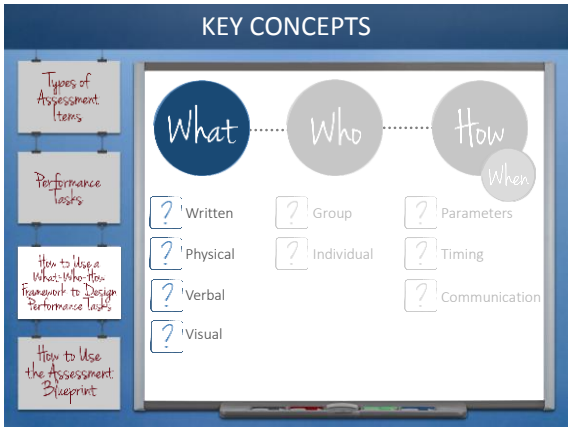

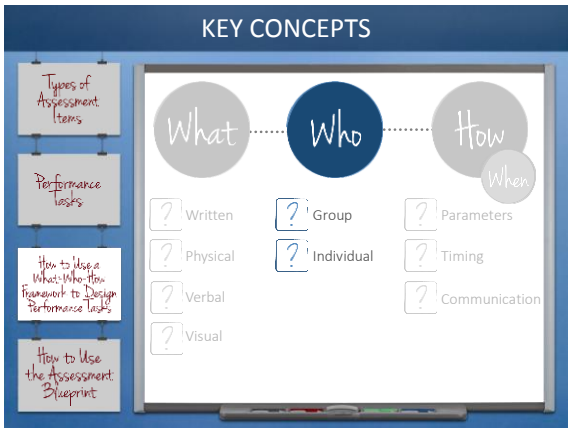

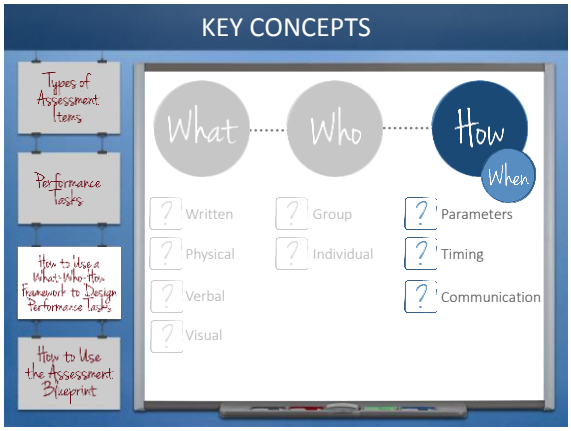

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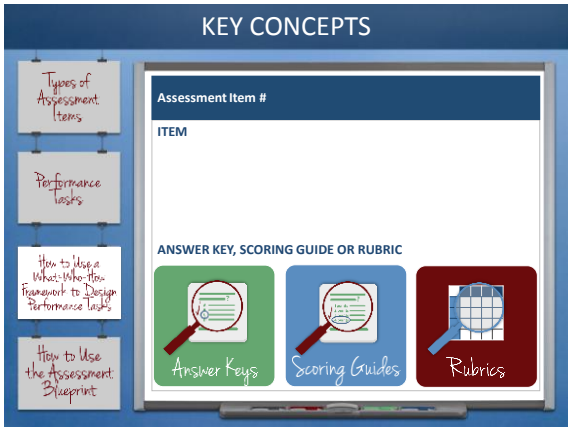

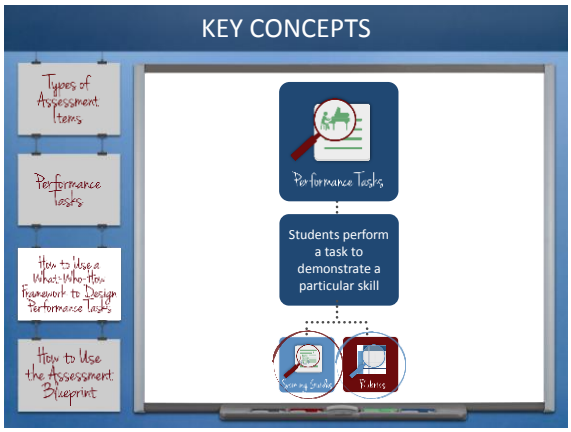

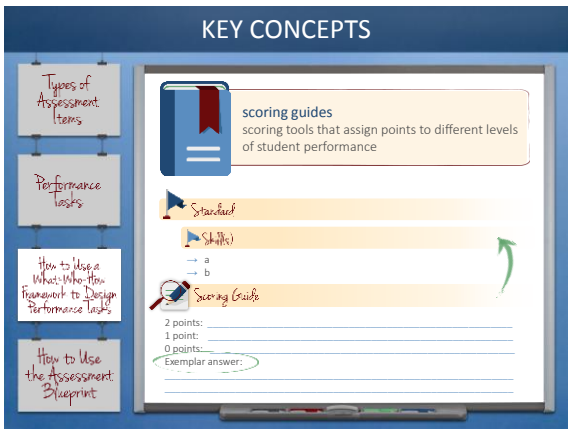

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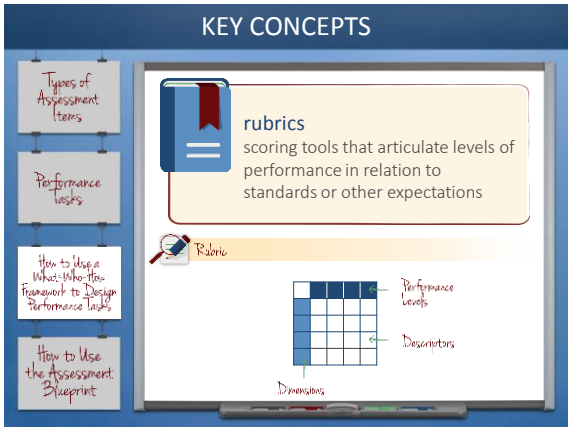

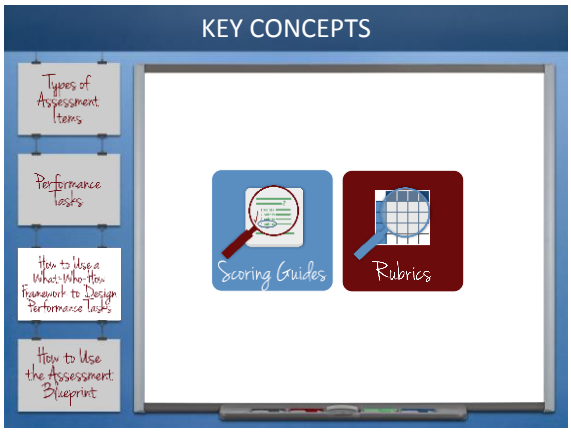

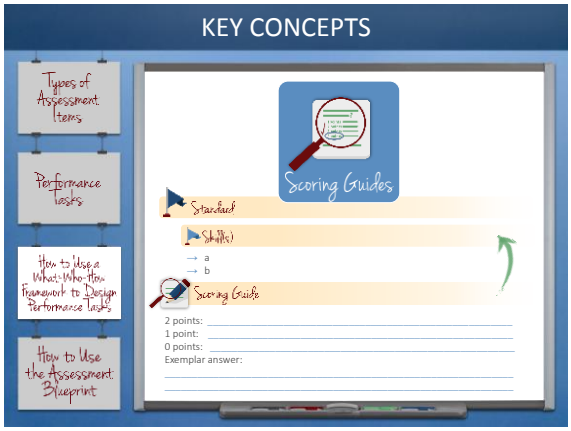

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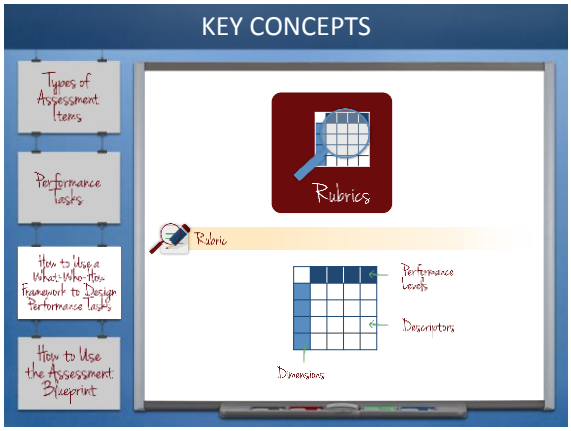

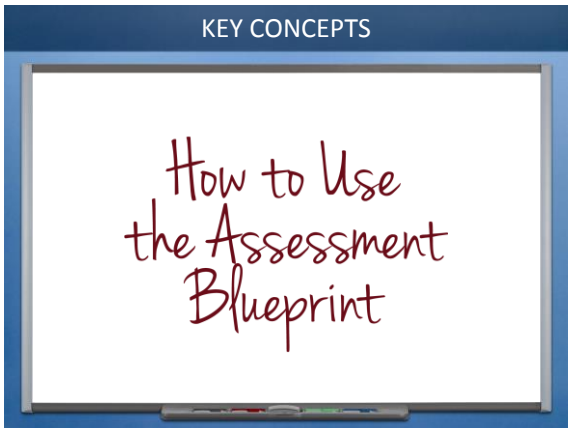

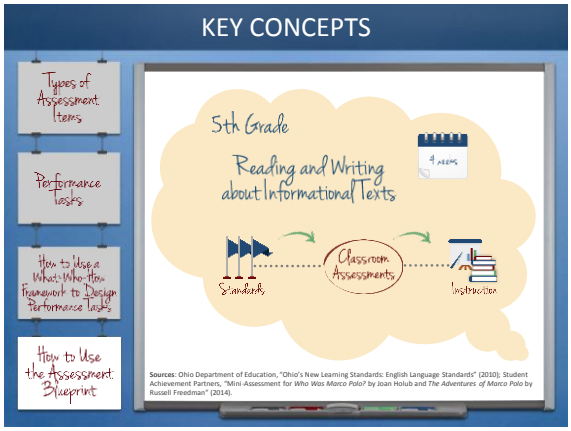

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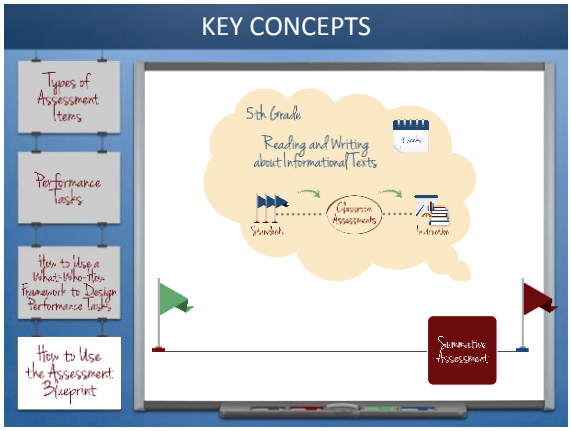
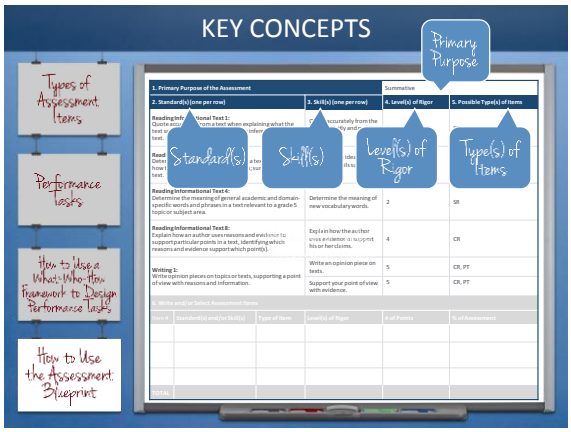
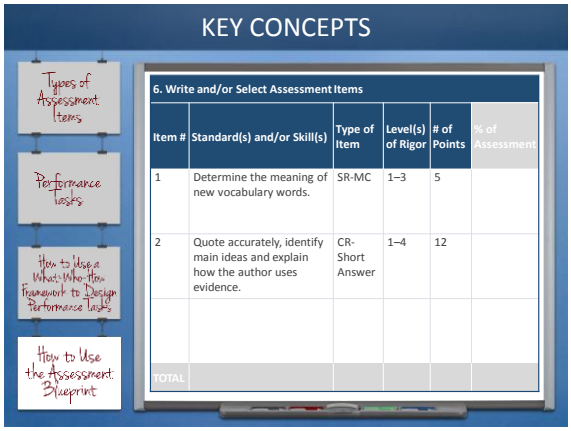






Performance Tasks

KEY CONCEPTS

Types of Assessment Items

Performance Tasks

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

How to Use the Assessment Blueprint

6. Write and/or Select Assessment Items

Item #	Standard(s) and/or Skill(s)	Type of Item	Level(s) of Rigor	# of Points	% of Assessment
1	Determine the meaning of new vocabulary words.	SR-MC	1–3	5	14
2	Quote accurately, identify main ideas and explain how the author uses evidence.	CR-Short Answer	1–4	12	34
3	Write an opinion, and support your point of view.	PT-Essay	5	18	51
TOTAL				**35**	**100%**

KEY CONCEPTS

Types of Assessment Items

Performance Tasks

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

How to Use the Assessment Blueprint

Assessment Item #3

ITEM

ANSWER KEY, SCORING GUIDE OR RUBRIC

KEY CONCEPTS

Types of Assessment Items

Performance Tasks

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

How to Use the Assessment Blueprint

Assessment Item #3

ITEM

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

Types of Assessment Items

Performance Tasks

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

How to Use the Assessment Blueprint

Assessment Item #3

RUBRIC

	3 Points	2 Points	1 Point	0 Points
Reading: Comprehension of Key Ideas and Details				
Writing: Written Expression				
Writing: Knowledge of Language and Conventions				

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

KEY CONCEPTS

Types of Assessment Items

Performance Tasks

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

How to Use the Assessment Blueprint

Assessment Item #3

RUBRIC

	3 Points	2 Points	1 Point	0 Points
Reading: Comprehension of Key Ideas and Details				
Writing: Written Expression				
Writing: Knowledge of Language and Conventions				

Source: Ohio Department of Education, "Ohio's New Learning Standards: English Language Standards" (2010).

KEY CONCEPTS

Types of Assessment Items

Performance Tasks

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

How to Use the Assessment Blueprint

Assessment Item #3

ITEM

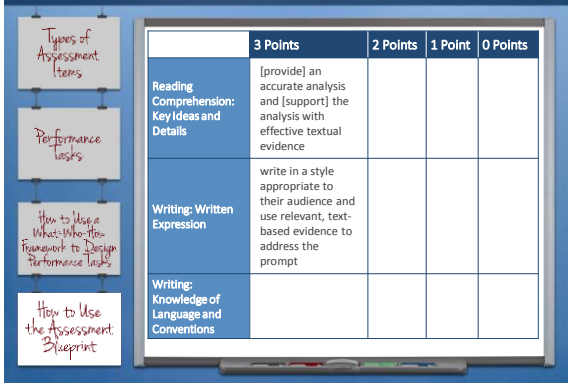
Using information from both sources, the excerpt from Chapter 11 of *Who Was Marco Polo?* by Joan Holub and the excerpt from The *Adventures of Marco Polo* by Russell Freedman, write an essay in which you provide an opinion that either Marco Polo told the truth in his book or Marco Polo made up his stories. 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.

RUBRIC

	3 Points	2 Points	1 Point	0 Points
Reading Comprehension				
Writing				
Writing				

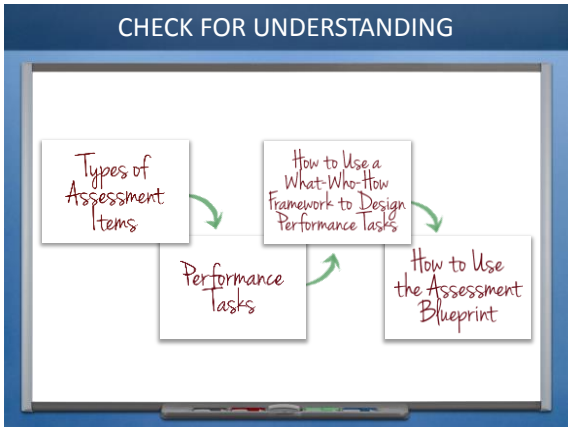
Performance Tasks

KEY CONCEPTS



	3 Points	2 Points	1 Point	0 Points
Reading Comprehension: Key Ideas and Details	[provide] an accurate analysis and [support] the analysis with effective textual evidence			
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



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

Performance Tasks

CHECK FOR UNDERSTANDING

Assessment Items

CHECK FOR UNDERSTANDING

Assessment Item

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.

CHECK FOR UNDERSTANDING

Assessment Item

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.

Performance Tasks

CHECK FOR UNDERSTANDING

Answer

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

Assessment Item

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

CHECK FOR UNDERSTANDING

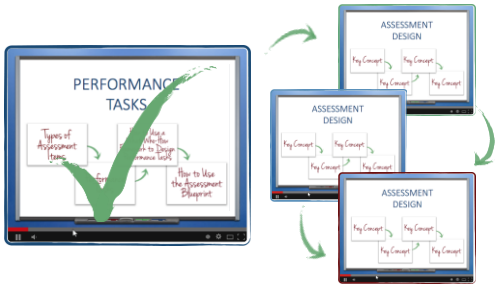
Assessment Item

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

CHECK FOR UNDERSTANDING

Answer

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.

CONCLUSION