

# **SAMPLE Student Performance Task**

## **Essential “Driving” Question**

*What is/are the overarching reasoning/ thinking question(s) that guide this performance task?*

*What can “artifacts” found by archeologists tell us about our past? What conclusions do you have from the simulated “dig?” How accurate are conclusions made from artifacts?*

## **Standards / Key Concepts / Enduring Understandings (H)**

*What standard(s), key concepts or understandings are students to demonstrate with this performance task?*

- Social Studies 113.6 (22B), analyze information by categorizing, identifying cause-and-effect relationships, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- Social Studies 113.23 (22D), create written presentations of social studies information
- English Language Arts and Reading 110.23 (13G), draw conclusions from information
- English Language Arts and Reading 110.23 (14A), create written, oral, and visual presentations of information
- English Language Arts and Reading 110.23 (20E), present information in various media forms
- Science 112.7 (2B), collect information by observing and measuring.
- Science 112.7(2C), analyze and interpret information to construct reasonable explanations from direct and indirect evidence.
- Science 112.7(2D), communicate valid conclusions.

## **Context for Assignment**

*Provide any additional background information that sets the stage for this assignment.*

*After studying the concept of archeology, use of artifacts and investigative processes to gather information from the past, student teams were asked to invent a society. Students crafted a short story and artifacts that would “show” not tell others in the future the culture, values and way of living of their people. The simulated artifacts were buried in sand boxes. Student Archeologists were assigned a “dig” from another group to uncover and report findings.*

## **Scenario (A)**

*Develop a narrative performance task scenario that describes the APPLICATION of your topic information to a real-world situation and what you will need to produce with your information for your audience.*

*Wanted: Archeologists needed by Smithsonian Institute to conduct “digs” and report findings from newly found ruins. Artifacts and video presentation of findings will be juried by a panel of international scientists and be will be housed as an exhibit in the Smithsonian Museums.*

## **Cognitive Difficulty Level - NEW Bloom's Taxonomy (H)**

	Recalling existing information ( <b>Remembering</b> - LOTS)
	Interpreting, summarizing, or explaining existing information ( <b>Understanding</b> - LOTS)
	Implementing or using existing information in a new way ( <b>Applying</b> - LOTS)
	Comparing, breaking down, deciding or re-organizing BEYOND existing information ( <b>Analysis</b> - HOTS)
<b>X</b>	Judging, hypothesizing, or critical thinking BEYOND existing information ( <b>Evaluating</b> – HOTS)
	Constructing, planning, inventing or producing BEYOND existing information ( <b>Creating</b> – HOTS)

## Type of Communication - Selecting Purpose (H)

The types of communication represent possible student products in the various genres of writing. Choose the type of communication to be used by students in their product.

<input type="checkbox"/>	Personal Expression (Narrative)	<input type="checkbox"/>	Documentary (Persuasive)
<input type="checkbox"/>	Myth/Folk Tale (Narrative)	<input type="checkbox"/>	Advertisements / Public Service Ads (Persuasive)
<input type="checkbox"/>	Short Story (Narrative)	<input type="checkbox"/>	Analyze/Persuade (Persuasive)
<input type="checkbox"/>	DocuDrama (Narrative)	<input type="checkbox"/>	Cause/Effect (Persuasive)
<input type="checkbox"/>	Summary Report (Informative/Expository)	<input checked="" type="checkbox"/>	Describe/Conclude (Persuasive)
<input type="checkbox"/>	Book Report (Informative/Expository)	<input type="checkbox"/>	Analyze/Conclude (Persuasive)
<input type="checkbox"/>	How-to Directions (Informative/Expository)	<input type="checkbox"/>	Compare/Contrast (Persuasive)
<input type="checkbox"/>	Biography (Informative/Expository)	<input type="checkbox"/>	Participatory i.e. Content is User-Driven (Participatory)

## Student-Driven Learning (E)

Who owns the choices and responsibility for planning, implementation, and assessment of this task?

<input checked="" type="checkbox"/>	Teacher takes the lead in organizing the task – the same task for all – no choices - differentiation – no student input
<input type="checkbox"/>	Teacher takes the lead in organizing the task developing multiple student choices – no student input
<input type="checkbox"/>	Teacher organizes tasks with multiple choices using student interests and differentiation strategies with student input
<input type="checkbox"/>	Students guided to take responsibility for developing OWN topic and task along with implementation and assessment

## Student-Empowered Agency / Affinity (E)

What processes are targeted to increase student AGENCY / AFFINITY for activating ownership/responsibility/voice in learning?

<input type="checkbox"/>	(Topics) Students guided to take responsibility for developing OWN topic that demonstrate understanding of key concepts
<input type="checkbox"/>	(Topics) Students guided to take explore and use their individual interests in demonstrating understandings of key concepts
<input type="checkbox"/>	(Questions) Students guided to take responsibility for developing OWN reasoning questions for learning tasks/projects
<input type="checkbox"/>	(Scenarios) Students guided to take responsibility for developing OWN scenarios for roles/audiences and learning tasks
<input type="checkbox"/>	(Implementation) Students guided to take responsibility for choosing / using tools that match interest and purpose in tasks
<input type="checkbox"/>	(Implementation) Students guided to take responsibility for processes, resources and learning activities needed
<input type="checkbox"/>	(Implementation) Students guided to take responsibility for pacing, mapping goals and meeting deadlines
<input type="checkbox"/>	(Assessment) Students guided to take responsibility for designing or co-designing assessment tools for exemplar work
<input type="checkbox"/>	(Assessment) Students guided to take responsibility for formal / informal reflection DURING learning tasks / projects
<input type="checkbox"/>	(Assessment) Students guided to take responsibility for CRITICAL FRIEND feedback during learning tasks / projects
<input type="checkbox"/>	(Assessment) Students guided to take responsibility for CULMINATING assessment of learning tasks / projects

## Cognitive Apprenticeship: Learner's Role (A)

Choosing roles provides context for WHY and HOW the Topic will be useful or replicate a REAL WORLD challenge or task. Who in the real-world would be investigating this question or task? Or need to develop expertise in these concepts?

<input type="checkbox"/>	Actor	<input type="checkbox"/>	Coach	<input type="checkbox"/>	Judge	<input type="checkbox"/>	Poet	<input type="checkbox"/>	Park Ranger
<input type="checkbox"/>	Author	<input type="checkbox"/>	Engineer	<input type="checkbox"/>	Sculptor	<input type="checkbox"/>	Reporter	<input type="checkbox"/>	Travel Agent
<input type="checkbox"/>	Curator	<input type="checkbox"/>	Ambassador	<input type="checkbox"/>	Chairman	<input type="checkbox"/>	Detective	<input type="checkbox"/>	Historical Figure
<input type="checkbox"/>	ZooKeeper	<input checked="" type="checkbox"/>	Archeologist	<input type="checkbox"/>	Mayor	<input type="checkbox"/>	Tour Guide	<input type="checkbox"/>	Business Person

Other:

### Cognitive Apprenticeship: Audience's Role (A)

Who in the real-world would find the investigation/answer to the question or expertise in these concepts useful or beneficial?

<input type="checkbox"/>	Actor	<input type="checkbox"/>	Coach	<input type="checkbox"/>	Judge	<input type="checkbox"/>	Poet	<input type="checkbox"/>	Park Ranger
<input type="checkbox"/>	Author	<input type="checkbox"/>	Engineer	<input type="checkbox"/>	Sculptor	<input type="checkbox"/>	Reporter	<input type="checkbox"/>	Travel Agent
<input type="checkbox"/>	Curator	<input type="checkbox"/>	Ambassador	<input type="checkbox"/>	Chairman	<input type="checkbox"/>	Detective	<input type="checkbox"/>	Historical Figure
<input type="checkbox"/>	ZooKeeper	<input type="checkbox"/>	Archeologist	<input type="checkbox"/>	Mayor	<input type="checkbox"/>	Tour Guide	<input type="checkbox"/>	Business Person

Other (describe below)

\* *Smithsonian Institute commissioned this work*

### Cognitive Apprenticeship: Useful and Beneficial (A)

To what degree is the student product useful and beneficial to others?

<input type="checkbox"/>	Student work not developed to be useful or beneficial beyond a learning experience for the student (no rubric or grade)
<input type="checkbox"/>	Student work developed as evidence of learning curriculum concepts for the teacher
<input checked="" type="checkbox"/>	Student work developed as evidence of genuine learning useful and beneficial for simulated, authentic audience
<input type="checkbox"/>	Student work developed as evidence of genuine learning useful and beneficial for authentic, real-world audience

### Collaboration (A)

To what degree do students collaborate to design, implement and assess the learning task / project? Is there any work with experts outside the classroom planned to support the learning tasks / projects?

<input type="checkbox"/>	Task(s) designed for individual work (none)
<input type="checkbox"/>	Task(s) designed for small groups (unstructured teamwork)
<input checked="" type="checkbox"/>	Task(s) designed for cooperative groups (teacher-directed, structured intra-dependence w/ designated roles)
<input type="checkbox"/>	Task(s) designed for collaborative groups modeling real-world work (self-organizing/self-managing)
<input type="checkbox"/>	Task(s) designed to engaged experts outside the classroom as resources to investigation and/or critical friend feedback

### Assessment

List AND attach assessment instruments (rubrics, checklists, student exemplars) to be used in evaluating student performance task

*This was a culminating project – there was no formal assessment.*

### Where is technology to be used in the learning process? Identify specific technology tools used (T):

X	(Processes) Communication / Collaboration/ Reflection	Student teams posted artifacts findings in sandboxes on ietherpad along with possible conclusions – teacher conferenced final list with students verbally as well as text messages inside ietherpad coaching for logic or evidenced-based conclusions
X	Pre-Planning – Meaning Making	Class Ning organizing groups, generating ideas, collective resources, feedback, timelines, photo gallery etc.
X	Research/Investigation – Meaning Making	Google, Stu•dicio•us, BibMe, StudNoteIt
X	Knowledge Construction - Making Meaning	MindMaps, WordProcessing
	Media Editing / Construction – Media Making	
X	Final Product Development - Media Making	Storyboarding, Flickr Images, Aviary Image-editing; SoundzAbound Music, SlideShow
X	Publishing - Processes	Voicethread – students asked to give critical friend feedback to at least three classmate projects – sharing two stars (positives) and a wish (something to consider NEXT time)
	Assessment – Processes	
X	Reflection/Feedback - Processes	Project journaling (blogging) with Gagggle.net and real-time reflections (microblogging /back channeling) with Edmodo.com

### Overall Role of Technology Uses in Learning Tasks / Projects (T)

	Literacy = Technology used but content is superficial with students primarily focused learning/practicing tech skills
	Adapting = Technology use connected to content but role of students is primarily as information consumers
X	Transforming = Technology use connected to rigorous content with role of students as information producers

*Brief reflection HOW or WHY you selected L-A-T:*

*Students had a reasoning/thinking questions that had no right answer; role-played a real-world task with a simulated authentic audience and used a variety of tools to support/ accelerate thinking, meaning-making, and media-making.*

### Final Reflection – Learning Forward

*What advice would you give yourself or other teachers to increase the quality of student learning and work for this performance task the next time?*

*Next time, I want to expand student choices to include generating their own scenarios and selecting product modes / tools they want to use. I will also pre-select a rubric for scoring. Content was not as rigorous as I imagined from their “digs.” I believe novelty of technology tools diverted quality of work, I will be requesting and signing off on storylines and storyboards developed as well as holding formal students conferences (reflecting on their checklists) during production to keep an eye on rigor. I will also be prepared for more management strategies to facilitate improved group work including coaching students to be more self-managed.*