

***SAMPLE* Student Performance Task Template**

Essential “Driving” Question/Enduring Understanding

What is/are the overarching question(s) and/or big idea(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

What standard(s) 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

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 (Bloom's Taxonomy)

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

Type of Communication (Purpose)

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-Centered Learning

What level of student-center choices organized the learning task?

<input checked="" type="checkbox"/>	Teacher organizes tasks with no student choice (cookie cutter work)
<input type="checkbox"/>	Teacher organizes tasks giving students multiple choices
<input type="checkbox"/>	Teacher organizes tasks with multiple choices using student input; considering affinities and supporting learning styles
<input type="checkbox"/>	Students guided to take responsibility and “AGENCY” for developing OWN topic and task

Learner's Expertise Role (Context)

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? Who in the real-world would need expertise with this content?

<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 (Explain below)

Audience's Role (Context)

Who in the real-world would find the investigation/answer to the question or content expertise needed 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

Assessment

Attach assessment instrument (rubric, checklist, student exemplars) that will be used to evaluate this student performance task.

Collaboration

To what degree do students collaborate to design the final product? Is there any work with experts outside the classroom?

	Task(s) designed for individual work (none)
	Task(s) designed for small groups (unstructured teamwork)
X	Task(s) designed for cooperative groups (teacher-directed, structured intra-dependence w/ designated roles)
	Task(s) designed for collaborative groups modeling real-world work (self-organizing/self-managing)

Useful and Beneficial

To what degree is the student product useful and beneficial?

	Student work not developed to be useful or beneficial beyond a learning experience for the student (no rubric or grade)
	Student work developed as evidence of learning for the teacher
X	Student work developed as evidence of genuine learning useful and beneficial for simulated audience
	Student work developed as evidence of genuine learning useful and beneficial for authentic audience

Overall Level of Technology Use

	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

Where is technology used in the learning process?

Describe Technology Tools or Use

X	Communication / Collaboration - Processes	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)
X	Assessment – Processes	Online Rubric @www.DigiTales.us for Describe/Conclude
X	Reflection/Feedback - Processes	Project journaling (blogging) with Gaggles.net and real-time reflections (microblogging /back channeling) with Edmodo.com

Final Reflection

What advice would you give yourself or other teachers to increase the quality of student work for this performance task the next time it is used?

Next time, I want to expand student choices to include generating their own scenarios and selecting product modes/ tools they want to use. 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.