

Designing Authentic and Engaging Performance Tasks

November 3, 2010



presented by

Jay McTighe
Educational Consultant
6581 River Run
Columbia, MD 21044-6066
(410) 531-1610
jmctigh@aol.com

Stage 1 – Desired Results

Established Goal(s):

G

Understanding(s):

Students will understand that...

U

Essential Question(s):

Q

Students will know...

K

Students will be able to...

S

Stage 2 – Assessment Evidence

Performance Task(s):

T

Other Evidence:

OE

Stage 3 – Learning Plan

Learning Activities:

L

Stage 1 – Desired Results

Established Goal(s): G

- *What relevant goals (e.g., Content Standards, Course or Program Objectives, Learning Outcomes etc.) will this design address?*

Understanding(s): U

- *What are the “big ideas”?*
- *What specific understandings about them are desired?*
- *What misunderstandings are predictable?*

Essential Question(s):: Q

- *What provocative questions will foster inquiry, understanding, and transfer of learning?*

Students will know...

K

Students will be able to...

S

- *What key knowledge and skills will students acquire as a result of this unit?*
- *What should they eventually be able to do as a result of such knowledge and skill?*

Stage 2 – Assessment Evidence

Performance Task(s): T

- *Through what authentic performance task(s) will students demonstrate the desired understandings?*
- *By what criteria will “performances of understanding” be judged?*

Other Evidence: OE

- *Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results?*
- *How will students reflect upon and self-assess their learning?*

Stage 3 – Learning Plan

Learning Activities: L

- *What learning experiences and instruction will enable students to achieve the desired results? How will the design –*

W= help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?

H = hook all students and hold their interest?

E = equip students, help them experience the key ideas, and explore the issues?

R = provide opportunities to rethink and revise their understandings and work?

E = allow students to evaluate their work and its implications?

T = be tailored (personalized) to the different needs, interests, abilities of learners

O = be organized to maximize initial and sustained engagement as well as effective learning?

Sources of Assessment Evidence: Self Assessment

Directions: Use the following scale to rate your “level of use” of each of the following assessment tools (at the classroom, school or district level). What do the survey results suggest? What patterns do you notice? Are you collecting appropriate evidence for *all* the desired results, or only those that are easiest to test and grade? Is an important learning goal “falling through the cracks” because it is not being assessed?

4 = Frequent Use
3 = Use Sometimes
2 = Occasional Use
1 = Do Not Use

- _____ 1. selected-response format (e.g., multiple-choice, true-false) quizzes and tests
- _____ 2. written/oral responses to academic prompts (short-answer format)
- _____ 3. performance assessment tasks, yielding:
- _____ extended written products (e.g., essays, lab reports)
 - _____ visual products (e.g., Power Point show, mural)
 - _____ oral performances (e.g., oral report, foreign language dialogues)
 - _____ demonstrations (e.g., skill performance in physical education)
- _____ 4. long-term, “authentic” projects (e.g., senior exhibition)
- _____ 5. portfolios - collections of student work over time
- _____ 6. reflective journals or learning logs
- _____ 7. informal, on-going observations of students
- _____ 8. formal observations of students using observable indicators or criterion list
- _____ 9. interviews with students
- _____ 10. student self-assessments
- _____ 11. peer reviews and peer response groups
- _____ Other: _____

A Collection of Assessment Evidence

(example - unit on the novel, *Catcher in the Rye* - high school)

Performance Tasks:

T
What's Wrong with Holden? - You are a member of an advisory committee to the hospital where Holden Caulfield is telling his story. After a close reading and discussion of Holden's account of the events of the preceding December, your task is to write:

- 1) a summary report for the hospital; OR
- 2) a letter to Holden's parents explaining what is wrong with Holden. You should prepare for a meeting with the parents to explain and justify your analysis of Caulfield's behavior.

Other Evidence:

(e.g., tests, quizzes, prompts, work samples, observations, etc.)

- OE**
1. Essay - "He was the kind of phony that have to give themselves room when they answer someone's question..." Students will write to explain Holden's concern for authenticity.
 2. Letter - Each student will write a one-page letter describing Holden from the point of view of another character in the novel.
 3. Quizzes - 3 quizzes on plot details during the course of the unit
 4. Journal - students respond in their journals at the end of each reading assignment to two questions:
 - 1) what is the most important thing you learn about Holden in this section of the novel?
 - 2) what is the most important unanswered question about Holden at this point in the novel?

The final journal entry is a reflection guided by two questions:

- 1) What changed for you in the way you saw Holden as you read the book?
- 2) If you were to teach this novel to next year's students, what would you do to ensure they really understand the novel (rather than simply reading it)?

A Collection of Assessment Evidence

(example - unit on Nutrition - grades 5-6)

Performance Tasks:

You Are What You Eat - Students create an illustrated brochure to teach younger children about the importance of good nutrition for healthful living. T

Camp Menu - Students develop a 3-day menu for meals and snacks for an upcoming Outdoor Education camp experience. They write a letter to the camp director to explain why their menu should be selected (by showing that it meets the USDA Food Pyramid recommendations, yet tasty enough for the students).

Other Evidence:

(e.g., tests, quizzes, prompts, work samples, observations, etc.)

Quiz - the food groups and the USDA Food Pyramid OE

Skill Check - reading nutrition information on food labels

Prompt - Describe two health problems that could arise as a result of poor nutrition and explain how these could be avoided.

Self assessment -

- To what extent are you a "healthy" eater?
- What could you do to become more of one?

A Collection of Assessment Evidence

Topic: _____

Performance Tasks:

T

Other Evidence:

(e.g., tests, quizzes, prompts, work samples, observations, etc.)

OE

Student Self-Assessment and Reflection:

SA

Alignment: The Logic of “Backward Design”

(What do the Understandings imply for assessment?)

Stage 1	Stage 2
<p><i>If the desired result is for learners to...</i></p>	<p><i>then, you need evidence of the student’s ability to...</i></p>
<p>U <i>understand that:</i></p> <ul style="list-style-type: none"> • Friendship demands honesty and openness. • True friendship is often revealed during hard times, not happy times. • It is sometimes hard to know who your true friends really are. 	<p>T</p> <p>OE</p> <ul style="list-style-type: none"> • Order a Friend: Order a “true” friend over the phone from a friendship catalog. What qualities should your friend have? • Dear Abby: Give advice in a case where a child told a “white lie” to avoid embarrassing his/her friend. • Develop an informative brochure for younger students to help them know who their true friends are. • Create a comic strip/book to illustrate friendship actions.
<p>Q <i>and thoughtfully consider the question(s)...</i></p> <ul style="list-style-type: none"> • Who is a true friend? • What makes a friendship last? 	<p>APPLY: What applications would enable us to infer student understanding of what they have learned? What kinds of performances and/or products, if done well, would provide valid ways of distinguishing between understanding and mere recall?</p> <p>EXPLAIN: What must students be able to explain, justify, support, or answer about their work for us to infer genuine understanding? How can we “test” their ideas and applications to find out if they really understand what they have said/done?</p> <ul style="list-style-type: none"> • Tell or draw a story showing what happens when two friends don’t see eye to eye. • Explain your choices to the salesperson (for the Order a Friend task) • Explain who your friends are and why they are your friends. • Describe the qualities of a “true friend”. Justify the qualities you selected. • Respond to quotes about friendship: e.g., “A friend in need is a friend indeed.” “The enemy of my enemy is my friend.”

Alignment: The Logic of “Backward Design”

(What do the Understandings imply for assessment?)

Stage 1	Stage 2
<p><i>If the desired result is for learners to...</i></p>	<p><i>then, you need evidence of the student's ability to...</i></p>
<p>U <i>understand that:</i></p> <ul style="list-style-type: none"> Statistical analysis and graphic display often reveal patterns in data. Pattern recognition enables prediction. <ul style="list-style-type: none"> Inferences from data patterns can be plausible but invalid (as well as implausible but valid). Correlation does not ensure causality. 	<p>APPLY: What applications would enable us to infer student understanding of what they have learned? What kinds of performances and/or products, if done well, would provide valid ways of distinguishing between understanding and mere recall?</p>
<p>and thoughtfully consider the question(s)...</p> <ul style="list-style-type: none"> What's the trend? What will happen next? In what ways can data/statistics “lie” as well as reveal? 	<p>EXPLAIN: What must students be able to explain, justify, support, or answer about their work for us to infer genuine understanding? How can we “test” their ideas and applications to find out if they really understand what they have said/done?</p>
<p><i>so, the assessments need to include some things like...</i></p>	<p>T</p> <ul style="list-style-type: none"> Using past performances in the men's and women's marathon, predict the women's and men's marathon times for 2020. <p>OE</p> <ul style="list-style-type: none"> Chart various scenarios for a savings program (e.g., for college, retirement). Give financial advice. Explain the implausibility of compound interest. Analyze the past 15 years of AIDS cases to determine the trend. (Note: The data start out looking linear but become exponential.) Write an article or a letter to the editor about why the marathon analysis is plausible but incorrect. Develop a brochure to would-be investors on why early saving with small amounts is better than later with large amounts. Create a graphic display with accompanying written explanation to illustrate the exponential nature of AIDS cases.

Alignment: The Logic of “Backward Design”

(What do the Understandings imply for assessment?)

<p>Stage 1</p>	<p>Stage 2</p>
<p><i>If the desired result is for learners to...</i></p>	<p><i>then, you need evidence of the student's ability to...</i></p>
<p><i>so, the assessments need to include some things like...</i></p>	
<p>U <i>understand that:</i></p>	<p>T</p>
<p>Q <i>and thoughtfully consider the question(s)...</i></p>	<p>OE</p>
<p>APPLY: What applications would enable us to infer student understanding of what they have learned? What kinds of performances and/or products, if done well, would provide valid ways of distinguishing between understanding and mere recall?</p>	<p>EXPLAIN: What must students be able to explain, justify, support, or answer about their work for us to infer genuine understanding? How can we “test” their ideas and applications to find out if they really understand what they have said/done?</p>

The Six Facets of Understanding

Facet #1 – EXPLANATION

sophisticated and apt explanations and theories, which provide knowledgeable and justified accounts of events, actions, and ideas. Why is that so? What explains such events? What accounts for such action? How can we prove it? To what is this connected? How does this work?

Facet #2: – INTERPRETATION:

narratives, translations, metaphors, images, and artistry that provide meaning. What does it mean? Why does it matter? What of it? What does it illustrate or illuminate in human experience? How does it relate to me? What makes sense?

Facet #3 – APPLICATION:

ability to use knowledge effectively in new situations and diverse contexts. How and where can we use this knowledge, skill, process? How should my thinking and action be modified to meet the demands of this particular situation?

Facet #4 – PERSPECTIVE:

critical and insightful points of view. From whose point of view? From which vantage point? What is assumed or tacit that needs to be made explicit and considered? What is justified or warranted? Is there adequate evidence? Is it reasonable? What are the strengths and weaknesses of the idea? Is it plausible? What are its limits? So what? What is a novel way to look at this?

Facet #5 – EMPATHY:

the ability to get “inside” another person’s feelings and world view. How does it seem to you? What do they see that I don’t? What do I need to experience if I am to understand? What was the author, artist or performer feeling, seeing, and trying to make me feel and see?

Facet #6 – SELF-KNOWLEDGE:

the wisdom to know one’s ignorance and how one’s patterns of thought and action inform as well as prejudice understanding. How does who I am shape my views? What are the limits of my understanding? What are my blind spots? What am I prone to misunderstand due to prejudice, habit, style? How do I learn best? What strategies work for me?

Questioning for Understanding

Explanation

What is the key idea in _____?
What are examples of _____?
What are the characteristics/parts of _____?
How did this come about? Why is this so?
What caused _____? What are the effects of _____?
How might we prove/confirm/justify _____?
How is _____ connected to _____?
What might happen if _____?
What are common misconceptions about _____?

Interpretation

What is the meaning of _____?
What are the implications of _____?
What does _____ reveal about _____?
How is _____ like _____ (analogy/metaphor)?
How does _____ relate to me/us?
So what? Why does it matter?

Application

How and when can we use this (knowledge/process)?
How is _____ applied in the larger world?
How might _____ help us to _____?
How could we use _____ to overcome _____?

Perspective

What are different points of view about _____?
How might this look from _____'s perspective?
How is _____ similar to/different from _____?
What are other possible reactions to _____?
What are the strengths and weaknesses of _____?
What are the limits of _____?
What is the evidence for _____?
Is the evidence reliable? sufficient?

Empathy

What would it be like to walk in _____'s shoes?
How might _____ feel about _____?
How might we reach an understanding about _____?
What was _____ trying to make us feel/see?

Self-Knowledge

How do I know _____?
What are the limits of my knowledge about _____?
What are my "blind spots" about _____?
How can I best show _____?
How are my views about _____ shaped by _____
(experiences, habits, prejudices, style)?
What are my strengths and weaknesses in _____?

Performance Verbs based on the Six Facets of Understanding

Consider the following “performance verbs” when planning possible ways in which students may demonstrate their understanding. (See the design tool on the next page.)

<u><i>explain</i></u>	<u><i>interpret</i></u>	<u><i>apply</i></u>	<u><i>perspective</i></u>	<u><i>empathy</i></u>	<u><i>self-knowledge</i></u>
demonstrate	create analogies	adapt	analyze	be like	be aware of
derive	critique	build	argue	be open to	realize
describe	document	create	compare	believe	recognize
design	evaluate	decide	contrast	consider	reflect
exhibit	illustrate	de-bug	criticize	imagine	self-assess
express	judge	design	infer	relate	
induce	make sense of	exhibit		role-play	
instruct	make meaning of	invent			
justify	provide metaphors	perform			
model	read between the lines	produce			
predict	represent	propose			
prove	tell a story of	solve			
show	translate	test			
synthesize		use			
teach					

Performance Task Ideas Based on the Six Facets

Developing Performance Tasks

<i>Topic</i>	<i>Explain</i>	<i>Interpret</i>	<i>Apply</i>	<i>Perspective</i>	<i>Empathy</i>	<i>Self-Knowledge</i>
Social Studies: Pioneer Life	Write letters home describing what pioneer life is <i>really</i> like vs. what you expected.	Read and interpret real-life journals and stories of pioneers (e.g., <i>Sarah Plain and Tall</i>) to infer from vocabulary and images what life was really like.	Create a museum exhibit in which photos and facsimile artifacts tell the story of the hardships of pioneer life.	Stage a debate between settlers and Native Americans on the effects of western settlement.	Write a letter to relatives “back east” describing the death of pioneer neighbors.	“Why Leave Home?” Write on how you have felt or would feel if you had to leave the home you have known.
Friendship	“Who are your true friends? Who are your fair-weather friends?”	Interpret “Spring” in <i>Frog and Toad Are Friends</i> . What does this episode reveal about friendship?	Place an order for a “true friend” from an imaginary Mail-Order Friendship store.	How do others view me as a friend?	Write an essay or journal entry on why some kids always get picked on and what it feels like to be those kids.	Respond to writing prompts - “Do I know who my true friends are?”
History: U. S. Revolutionary War	Write a newspaper editorial in a 1777 newspaper: Was the break with England inevitable?	“What really happened at Lexington?” Analyze the texts and information available to make sense of the war’s opening (facts vs. opinions).		Read a Canadian and French account of the Revolutionary War era. Defend or oppose their use as teaching resources at a simulated school board meeting.	Write a series of simulated letters back and forth between relatives in America and England during the pre-Revolutionary war, war, and post-war era.	Journal writing: “what would I fight for?”
Mathematics: Conic sections	Explain how slicing a cone produces all conic sections and justifies their algebraic formulae.	Analyze various data sets to determine the “best-fit” conic section curve.	Design a “whisper chamber” for a science museum under various logistical constraints, using your knowledge of conic sections.	Conduct experiments with flashlights, conic section cut-outs and shadows to explore how conic sections are formed and how their shapes vary.		
Physics: Electricity	Develop a troubleshooting guide for an electric circuit system.	Assume the role of an electrical sub-contractor: Interpret and analyze the wiring drawings for building a house.	Build a working set of switches for a model railroad layout.	AC or DC? Argue the merits of each type of current for various users.	Create an imaginary diary entry - “A day in the life of an electron.”	
French	Explain the difference between the various forms of past tense, and when they should and should not be used.	Compare French vs. English versions of <i>Le Petit Prince</i> to determine if/how language influences the meaning.	Role play a conversation over the phone (e.g., planning weekend activities for French visitors to your town).		Develop a guide containing lists of colloquialisms and their translations to help French visitors avoid misunderstandings.	Keep a log of your reactions to French customs.

Performance Task Ideas Based on the Six Facets

Developing Performance Tasks

Topic	Explain	Interpret	Apply	Perspective	Empathy	Self-Knowledge
History/ Social Studies	Provide conceptual clarification (e.g., freedom compared to license; meaning of the term, "third world").	Develop an oral history on the significance of the 1960's using primary sources, and write a historical biography.	Design a museum exhibit on the causes and effects of early 20 th century immigration.	Compare British and French textbooks accounts of the Revolutionary War to your textbook account.	Role-play a meeting of the minds (e.g., Truman deciding to drop the atomic bomb).	Self-assess your involvement in class discussions and performances, and explain your patterns of participation.
Mathematics	Study a common phenomenon (e.g., weather data). Reveal subtle and easily overlooked patterns in the data.	Do a trend analysis of a finite data set.	Develop a new statistic for evaluating the value of a baseball player in key situations.	Examine the differences when using various measures (e.g., mean, median) for calculating grades.	Read <i>Flatland</i> and a set of letters between mathematicians explaining why they fear publishing their findings; write a reflective essay on the difficulty of explaining new ideas, even "abstract" ones.	Develop a mathematical resume with a brief description of your intellectual strengths and weaknesses.
English/ Language Arts	Describe why a particular rhetorical technique is effective in a speech.	"What's wrong with Holden?" Make sense of the main character in <i>Catcher in the Rye</i> .	What makes a "great book"? Make an audiotape review of a favorite book for the school library.	Read and discuss <i>The Red Pigs</i> by A. Wolf.	Work in a soup kitchen, and write an essay on the experiences of the homeless after reading Charles Dickens.	Attach a self-assessment to each paper you write reflecting on <i>your</i> writing process.
Arts	Explain the role of silence in music.	Represent fear and hope in a visual collage or dance.	Write and perform a one-act play on a school issue.	Critique three different versions of the same Shakespeare play (focus on a key scene).	"Imagine you are Juliet from <i>Romeo and Juliet</i> , and consider your terrible, final act. What are you thinking and feeling?"	Keep a log of the drama class exercises that demand the most from you emotionally.
Science	Link everyday actions and facts to the laws of physics, concentrating on easily misunderstood aspects (e.g., mass compared to weight).	Take readings of pond water to determine whether the algae problem is serious.	Perform a chemical analysis of local stream water to monitor EPA compliance, and present findings.	Conduct thought experiments (e.g., Einstein's - What would the world be like if I were riding on a beam of light [from ?]).	Read and discuss premodern or discredited scientific writings to identify plausible or "logical" theories (given the information available at the time).	Propose solutions to an ineffective cooperative learning activity based on what didn't work in your group.

Generating Assessment Ideas Using the Facets

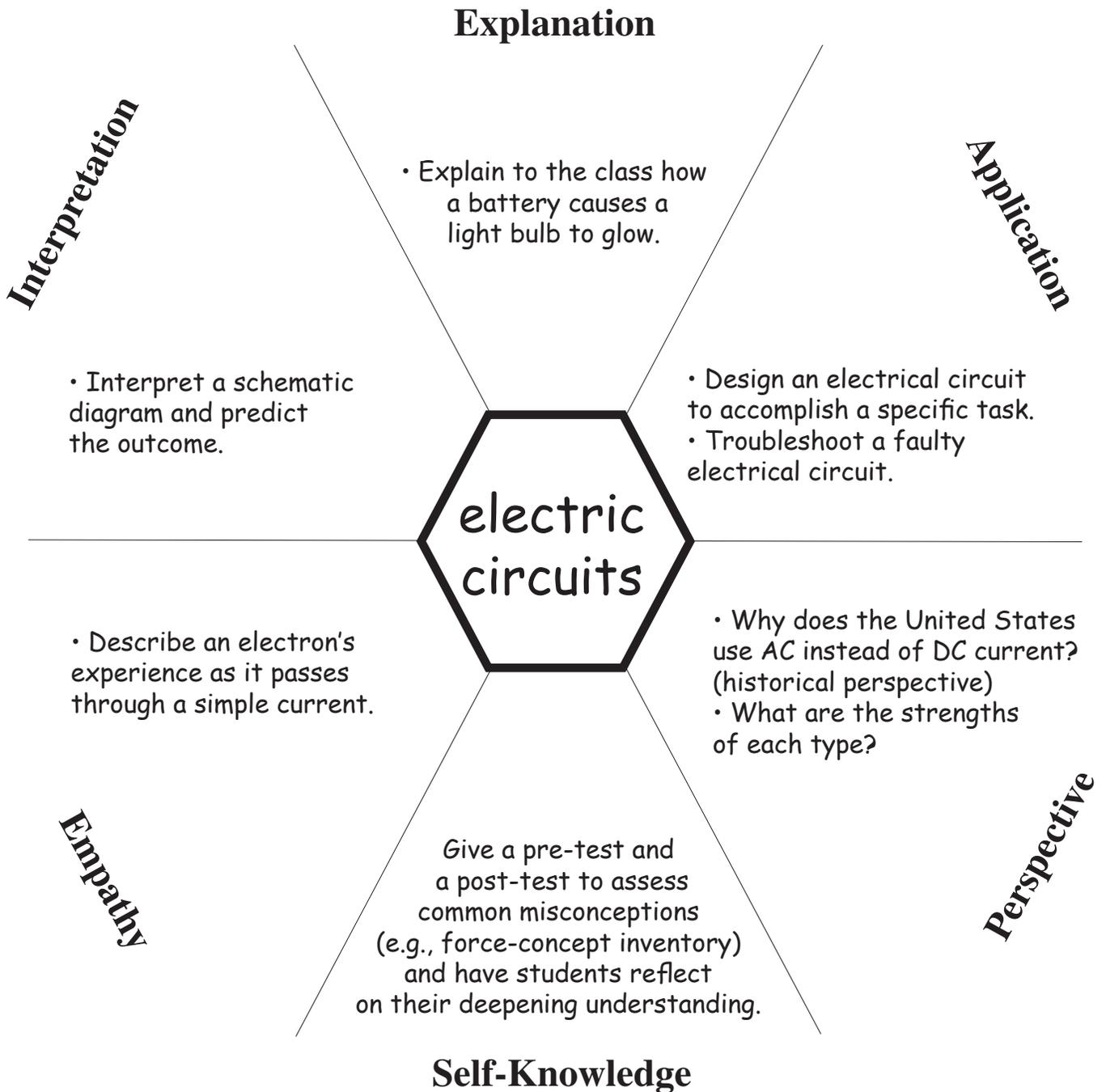
Stage 1	Stage 2
<p><i>If the desired result is for learners to...</i></p>	<p><i>so, the assessments need to require something like...</i></p>
<p><i>understand that:</i></p> <ul style="list-style-type: none"> • Price is a function of supply and demand. 	<ul style="list-style-type: none"> • Provide an oral/written explanation of why prices of specific items vary (e.g., Beanie babies, ski lift tickets) as a function of supply and demand. • Develop a Power Point presentation to explain fluctuations in prices over time (e.g., for gasoline or housing). • Conduct consumer research in order to establish prices for a school store or fund raiser.
<p><i>and thoughtfully consider the question(s)...</i></p> <ul style="list-style-type: none"> • What determines how much something costs? • What's a "good" price? 	<ul style="list-style-type: none"> • Role play a buyer-seller negotiation at a flea market, garage sale, or on E-Bay to illustrate different perspectives on price. • Write a simulated journal entry as a (consumer, inventor, merchant, etc.) to reveal his/her thoughts and feelings regarding transactions. • Describe a specific case where you (or someone else) came to understand that commodities do not have an inherent value or fixed price.
<p><i>then, you need evidence of the student's ability to...</i></p>	<p><i>so, the assessments need to require something like...</i></p>
<ul style="list-style-type: none"> - <i>explain...</i> why similar items might command very different prices based on supply/demand - <i>interpret...</i> data on prices (e.g., changes in prices for the same item over time) - <i>apply, by...</i> setting the right prices for items to be sold - <i>see from the points of view of...</i> buyers and sellers of the same commodity - <i>empathize with...</i> the inventor of a new product, trying to set a price a buyer who has been "taken" - <i>overcome the naive or biased idea that...</i> commodities have an inherent value or fixed price - <i>reflect on...</i> the influence of "sale prices" on your buying habits 	<ul style="list-style-type: none"> • Provide an oral/written explanation of why prices of specific items vary (e.g., Beanie babies, ski lift tickets) as a function of supply and demand. • Develop a Power Point presentation to explain fluctuations in prices over time (e.g., for gasoline or housing). • Conduct consumer research in order to establish prices for a school store or fund raiser. • Role play a buyer-seller negotiation at a flea market, garage sale, or on E-Bay to illustrate different perspectives on price. • Write a simulated journal entry as a (consumer, inventor, merchant, etc.) to reveal his/her thoughts and feelings regarding transactions. • Describe a specific case where you (or someone else) came to understand that commodities do not have an inherent value or fixed price.
<p><i>If the desired result is for learners to...</i></p>	<p><i>so, the assessments need to require something like...</i></p>

Generating Assessment Ideas Using the Facets

Stage 1	Stage 2
<p><i>If the desired result is for learners to...</i></p>	<p><i>then, you need evidence of the student's ability to...</i></p>
<p><i>understand that:</i></p> <p><i>and thoughtfully consider the question(s)...</i></p>	<p><i>so, the assessments need to require something like...</i></p> <ul style="list-style-type: none"> - <i>explain...</i> - <i>interpret...</i> - <i>apply, by...</i> - <i>see from the points of view of...</i> - <i>empathize with...</i> - <i>overcome the naive or biased idea that...</i> - <i>reflect on...</i>

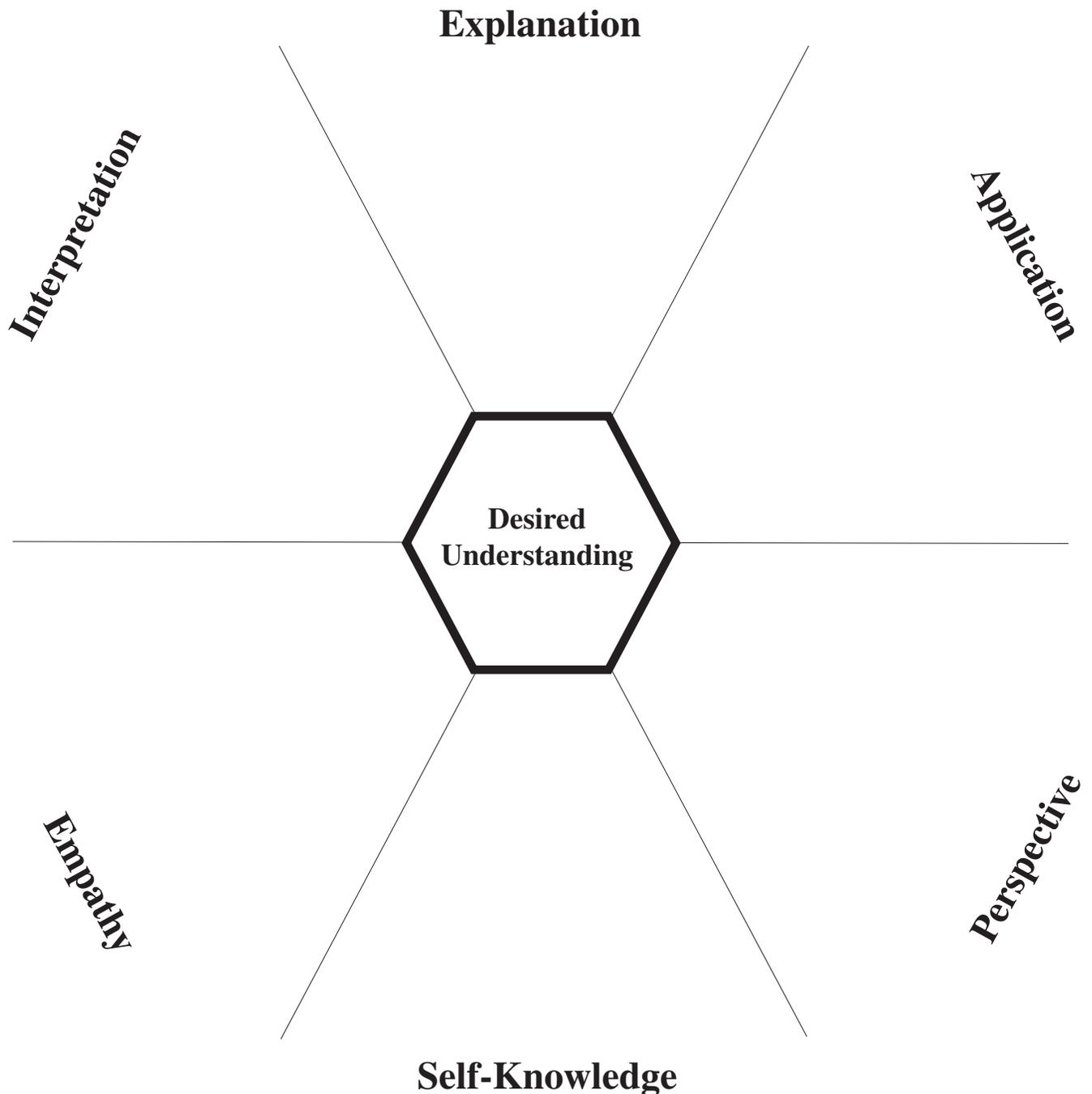
Brainstorming Assessment Ideas Using the Facets

Use the six facets of understanding to generate possible ways in which students might reveal understanding.



Brainstorming Assessment Ideas Using the Facets

Use the six facets of understanding to generate possible ways in which students might reveal understanding.



Creating Cornerstone Assessments Tasks: Idea Starters in English/Language Arts

	<u>Task Ideas</u>
<p>Read and respond to text in various genres (literature, non-fiction, technical) through:</p> <ul style="list-style-type: none">o Global understanding (the “gist”)o Interpretation (between the lines)o Critical Stanceo Personal Connections	
<p>Create oral or written pieces in various genre for various audiences in order to:</p> <ul style="list-style-type: none">o Explain (narrative)o Entertain (creative)o Persuade (persuasive)o Help perform a task (technical)o Challenge or change things (satirical)	
<p>Listen to various sources (e.g., lecture, radio commercial) for various purposes, including for:</p> <ul style="list-style-type: none">o Learningo Enjoymento Performing a tasko Reaching a decision	
<p>Create multi-media pieces in various genre for various audiences in order to:</p> <ul style="list-style-type: none">o Explain (narrative)o Entertain (creative)o Persuade (persuasive)o Help perform a task (technical)o Challenge or change things (satirical)	
<p>Other: _____</p>	

Creating Cornerstone Assessments Tasks: Idea Starters in Mathematics

	<u>Task Ideas</u>
<p>Create a mathematical model/representation of physical phenomena (e.g, quantity, distance size, rate, change).</p>	
<p>Data Analysis:</p> <ul style="list-style-type: none">o Observe _____o Collect _____o Measure _____o Record _____o Display _____o Analyze data _____	
<p>Make & justify predictions or decisions based on pattern analysis (e.g., What will be the winning time of the women’s marathon in the next two Olympic games?)</p>	
<p>Design a physical structure in response to a need or problem (e.g., a 3-dimensional shipping container to maximize volume and safety).</p>	
<p>Evaluate mathematical/statistical claims (e.g., “Nine out of ten dentists recommend...”).</p>	
<p>Other: _____</p> <p>_____</p>	

Creating Cornerstone Assessments Tasks: Idea Starters in Social Studies

	<u>Task Ideas</u>
<p>Evaluate historical claims or interpretations based on:</p> <ul style="list-style-type: none">o Primary source evidenceo Secondary source evidenceo Personal opinion	
<p>Critically analyze current events/ issues</p> <ul style="list-style-type: none">o Summarize/ compare key pointso Analyze causes and effectso Identify points of view and potential biaso Debate possible courses of action	
<p>Make predictions for current or future events or issues based on understanding of historical patterns.</p>	
<p>Make informed decisions using critical thinking and understanding of historical patterns.</p>	
<p>Act as a responsible citizen in a democracy (e.g., stay informed, study issues, participate in community events, vote).</p>	
<p>Other: _____ _____</p>	

Creating Cornerstone Assessments Tasks: Idea Starters in Science

	<u>Task Ideas</u>
<p>Design and conduct an experiment to answer a question or explain phenomena.</p> <hr/> <p>Effectively use scientific tools to:</p> <ul style="list-style-type: none">o Observeo Collect datao Measureo Record datao Classifyo Draw conclusions	
<p>Evaluate scientific claims (e.g., XX brand of paper towels absorbs the most liquid of all the leading brands.)</p>	
<p>Critique experimental design or conclusions. (e.g., Chris thinks that Stain Remover B is more effective than A or C.)</p>	
<p>Analyze current issues involving science or technology. (e.g., Ethanol is the most cost-effective alternative fuel source.)</p>	
<p>Other: _____ _____</p>	

Creating Cornerstone Assessments Tasks: Idea Starters in Health and P.E. and the Arts

	<u>Task Ideas</u>
<p>Make healthful choices and decisions regarding diet, exercise, stress management, alcohol & drug use, etc.</p>	
<p>Engage in healthful activities and behaviors to promote wellness throughout one's life and encourage others to do so.</p>	
<p>Create artistic expressions through various forms:</p> <ul style="list-style-type: none">o Media (e.g., pastel, photography)o Genre (e.g., jazz music, modern dance)o Styles (e.g., impressionism, cubism)	
<p>Create artistic expressions for various audiences and purposes, including to:</p> <ul style="list-style-type: none">o Entertain (e.g., tell a story)o Evoke Emotiono Commemorateo Persuadeo Challenge (e.g., the status quo)	
<p>Respond to artistic expressions through:</p> <ul style="list-style-type: none">o Global understandingo Interpretationo Critical Stanceo Personal Connections	

Characteristics of Performance Tasks



Part 1 - Examine the performance task vignettes on the following pages. What distinguishes these tasks from typical test “items”? What common features or characteristics do these share? List characteristics or features that you observe in the space below.

Task(s)/Vignette(s) Examined

Characteristics/Features:

- ---
- ---
- ---
- ---
- ---
- ---

Part 2 - Share and discuss your observations with members of your group. List the common characteristics or features of the performance tasks you examined.

Characteristics/Features:

• <hr/>	• <hr/>

Performance Task Examples

Hall of Recognition – (*Social Studies, Language Arts, grade 4-5*)

The state has announced the establishment of a Hall of Recognition to honor the contributions of local citizens to their community, the state or the nation. Since you are learning about famous individuals from _____, you have been asked to nominate a candidate who you believe would be worthy of admission to the Hall.

Your task is to select and research the life of your chosen individual. Submit a nomination letter to the Hall’s selection committee explaining the reasons why your candidate should be included Hall of Recognition. Be sure to describe his/her accomplishments and the contributions they he/she has made.

Painting a Schoolroom - (*Mathematics, grades 7-9*)

When contractors give us an estimate on repairs, how can we know if the cost is reasonable? You have been asked by the Principal to review a painting contractor’s proposal to determine whether s/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 Principal providing your evaluation of the proposal. Be sure to show your calculations so that s/he will understand how you arrived at your conclusion.

Mail-Order Friend – (*Language Arts, grades K-2*)

Imagine that you have an opportunity to “order” a friend by telephone from a mail-order catalog. Think about the qualities that you want in a friend. Before you “order” your friend over the telephone, practice asking for three characteristics that you want in a friend and give an example of each characteristic. Remember to speak clearly and loud enough so that the sales person will know exactly what to send.

Tour Director – (*World Languages - Level 2*)

You serve on a Welcome Committee to provide tours for new students. Plan a trip to three *places* (e.g., school, town, mall) in the new student’s target language. Incorporate the following vocabulary: *directions* (left, right, near, far, next to, etc.), *places* (e.g., classrooms, cafeteria, gym, library, labs, churches, police and fire stations, schools, restaurants, stores) and *transportation* (e.g., bus, bike, stairs, escalators, taxi, train, car, elevators).

Remember to include a variety of *locations*, *directions*, and forms of *transportation* on your “trips.” Keep sentences simple and narrate in the target language.

Spot Remover – (*Science, middle school*)

Chris wants to decide which of two spot removers is best. First, he tried Spot Remover A on a T-shirt that had fruit stains and chocolate stains. Next, he he tried Spot Remover B on jeans that had grass stains and rust stains. Then he compared the results.

Explain what did Chris do wrong that will make it hard for him to know which spot remover is best. Redesign the experiment to help him determine the best spot remover.

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 T

(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

Constructing a Performance Task Scenario T

(G.R.A.S.P.S.)

Consider the following set of stem statements as you construct a scenario for a performance task. Refer to the previous idea sheets to help you brainstorm possible scenarios. (Note: These are idea starters. Resist the urge to fill in all of the blanks.)

Goal :

- Your task is _____
- The goal is to _____
- The problem/challenge is _____
- The obstacle(s) to overcome is (are) _____

Role:

- You are _____
- You have been asked to _____
- Your job is _____

Audience:

- Your client(s) is (are) _____
- The target audience is _____
- You need to convince _____

Situation:

- The context you find yourself in is _____
- The challenge involves dealing with _____

Product/Performance and Purpose:

- You will create a _____
in order to _____
- You need to develop _____
so that _____

Standards & Criteria for Success:

- Your performance needs to _____
- Your work will be judged by _____
- Your product must meet the following standards _____
- A successful result will _____

Possible STUDENT ROLES and AUDIENCES

KEY: ROLES = R and AUDIENCES = A

- | | | |
|--|--|--|
| <input type="checkbox"/> actor | <input type="checkbox"/> expert (in _____) | <input type="checkbox"/> photographer |
| <input type="checkbox"/> advertiser | <input type="checkbox"/> eye witness | <input type="checkbox"/> pilot |
| <input type="checkbox"/> anthropologist | <input type="checkbox"/> family member | <input type="checkbox"/> playwright |
| <input type="checkbox"/> artist/illustrator | <input type="checkbox"/> farmer | <input type="checkbox"/> poet |
| <input type="checkbox"/> astronaut | <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"/> geographer | <input type="checkbox"/> reporter |
| <input type="checkbox"/> boy/girl scout | <input type="checkbox"/> geologist | <input type="checkbox"/> researcher |
| <input type="checkbox"/> businessperson | <input type="checkbox"/> government official | <input type="checkbox"/> reviewer |
| <input type="checkbox"/> candidate | <input type="checkbox"/> historian | <input type="checkbox"/> sailor |
| <input type="checkbox"/> carpenter | <input type="checkbox"/> historical figure | <input type="checkbox"/> school official |
| <input type="checkbox"/> cartoon character | <input type="checkbox"/> illustrator | <input type="checkbox"/> scientist |
| <input type="checkbox"/> cartoonist | <input type="checkbox"/> intern | <input type="checkbox"/> ship's captain |
| <input type="checkbox"/> caterer | <input type="checkbox"/> interviewer | <input type="checkbox"/> social scientist |
| <input type="checkbox"/> celebrity | <input type="checkbox"/> inventor | <input type="checkbox"/> social worker |
| <input type="checkbox"/> chairperson | <input type="checkbox"/> judge | <input type="checkbox"/> statistician |
| <input type="checkbox"/> chef | <input type="checkbox"/> jury | <input type="checkbox"/> storyteller |
| <input type="checkbox"/> choreographer | <input type="checkbox"/> lawyer | <input type="checkbox"/> student |
| <input type="checkbox"/> CEO | <input type="checkbox"/> library patron | <input type="checkbox"/> taxi driver |
| <input type="checkbox"/> coach | <input type="checkbox"/> literary critic | <input type="checkbox"/> teacher |
| <input type="checkbox"/> community members | <input type="checkbox"/> lobbyist | <input type="checkbox"/> t.v. viewer |
| <input type="checkbox"/> composer | <input type="checkbox"/> meteorologist | <input type="checkbox"/> tour guide |
| <input type="checkbox"/> clients/customer | <input type="checkbox"/> museum director/
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
character |
| <input type="checkbox"/> detective | <input type="checkbox"/> novelist | <input type="checkbox"/> tutor |
| <input type="checkbox"/> doctor | <input type="checkbox"/> nurse | <input type="checkbox"/> viewer |
| <input type="checkbox"/> editor | <input type="checkbox"/> nutritionist | <input type="checkbox"/> visitor |
| <input type="checkbox"/> elected official | <input type="checkbox"/> panelist | <input type="checkbox"/> web designer |
| <input type="checkbox"/> embassy staff | <input type="checkbox"/> parent | <input type="checkbox"/> zoo keeper |
| <input type="checkbox"/> engineer | <input type="checkbox"/> park ranger | Other: _____ |
| <input type="checkbox"/> ethnographer | <input type="checkbox"/> pen pal | |

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.)

<i>Written</i>	<i>Oral</i>	<i>Visual</i>
<input type="checkbox"/> advertisement	<input type="checkbox"/> audiotape	<input type="checkbox"/> advertisement
<input type="checkbox"/> biography	<input type="checkbox"/> conversation	<input type="checkbox"/> banner
<input type="checkbox"/> blog	<input type="checkbox"/> debate	<input type="checkbox"/> book/CD cover
<input type="checkbox"/> book report/review	<input type="checkbox"/> discussion	<input type="checkbox"/> cartoon
<input type="checkbox"/> brochure	<input type="checkbox"/> dramatization	<input type="checkbox"/> collage
<input type="checkbox"/> crossword puzzle	<input type="checkbox"/> dramatic reading	<input type="checkbox"/> computer graphic
<input type="checkbox"/> editorial	<input type="checkbox"/> infomercial	<input type="checkbox"/> data display
<input type="checkbox"/> essay	<input type="checkbox"/> interview	<input type="checkbox"/> design
<input type="checkbox"/> field guide	<input type="checkbox"/> radio script	<input type="checkbox"/> diagram
<input type="checkbox"/> historical fiction	<input type="checkbox"/> oral presentation	<input type="checkbox"/> display
<input type="checkbox"/> journal	<input type="checkbox"/> oral report	<input type="checkbox"/> drawing
<input type="checkbox"/> lab report	<input type="checkbox"/> poetry reading	<input type="checkbox"/> Face Book/My Space page
<input type="checkbox"/> letter	<input type="checkbox"/> podcast	<input type="checkbox"/> flowchart
<input type="checkbox"/> log	<input type="checkbox"/> puppet show	<input type="checkbox"/> flyer
<input type="checkbox"/> magazine article	<input type="checkbox"/> rap	<input type="checkbox"/> game
<input type="checkbox"/> memo	<input type="checkbox"/> skit	<input type="checkbox"/> graph
<input type="checkbox"/> newscast	<input type="checkbox"/> speech	<input type="checkbox"/> map
<input type="checkbox"/> newspaper article	<input type="checkbox"/> song	<input type="checkbox"/> model
<input type="checkbox"/> play	<input type="checkbox"/> teach a lesson	<input type="checkbox"/> Power Point show
<input type="checkbox"/> poem		<input type="checkbox"/> photograph(s)
<input type="checkbox"/> position paper/ policy brief		<input type="checkbox"/> questionnaire
<input type="checkbox"/> proposal		<input type="checkbox"/> painting
<input type="checkbox"/> research report		<input type="checkbox"/> poster
<input type="checkbox"/> screen play		<input type="checkbox"/> scrapbook
<input type="checkbox"/> script		<input type="checkbox"/> sculpture
<input type="checkbox"/> story	<input type="checkbox"/> other: _____	<input type="checkbox"/> storyboard
<input type="checkbox"/> test	<input type="checkbox"/> other: _____	<input type="checkbox"/> videotape
<input type="checkbox"/> Tweet		<input type="checkbox"/> web site

Differentiation Variables

The following differentiation variables could be considered when designing learning and performance tasks. The desired results, nature and needs of the students, the teacher's style, available resources (time, supplies, equipment, funds) and classroom feasibility.

Student Choice – To what extent will students have choices regarding the following?

- task topic task activities process for completing task
 product(s)/performance(s) audience(s)

Access to Resources – Will all resources needed (information, supplies, equipment) be provided? To what extent will students be expected to gather information, provide their own supplies/equipment, etc.?

- all necessary information/ resources provided other: _____

Performance Mode – How will students work?

- individually pair/group (optional) pair/group (required)

Audience(s) for Student Product(s)/Performance(s) – To whom will students present their products and performances?

- teacher other school staff expert(s) parents/community
 peers (in class) other students other: _____

Time Frame – How long will students be involved in this task? Include time for presentations and evaluations.

- 1 – 2 class periods 3 – 5 periods other: _____

Degree of Scaffolding – To what degree will students be provided with instructional support (scaffolding) as they work on the task?

- no support some support, as needed extensive support

Evaluation of Student Product(s)/Performance(s) – Who will be involved in evaluating student products and performances?

- teacher other staff expert judge(s) external scorers
 student (self evaluation) peers 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

<i>ESSAY</i>	<i>ORAL REPORT</i>	<i>POSTER</i>
<i>RADIO SCRIPT</i>	<i>FREE CHOICE</i>	<i>COMIC STRIP</i>
<i>LETTER</i>	<i>ROLE PLAY</i>	<i>ILLUSTRATED BROCHURE</i>

Performance Task Blueprint

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

Students will demonstrate an understanding of a balanced diet.

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, you have been asked to help other students your age learn about healthful eating. Your task is to prepare an illustrated brochure to help them to understand what a "balanced diet" is. Present two examples of nutritionally-balanced meals and explain why they reflect healthful eating. Describe and show three potential health problems that might arise as a result of poor eating choices. Explain how these problems could be avoided by following a proper diet.

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

- illustrated brochure

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

- effective explanation of balanced diet
- examples accurately illustrate nutritionally sound meals
- examples correctly show potential health problems

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

- neat and effective illustrations
- correct spelling/grammar

Steps in Designing a Draft Performance Task

A variety of worksheets have been provided to assist in the design of performance assessment tasks to provide evidence of student understanding. The following process illustrates a sequence for using the various UbD worksheets to develop a draft task.

