

Performance Tasks

Learning Outcomes

I can...

- Differentiate between “simplified exercises” and performance tasks
- Adapt the components of a well-constructed performance task to the assessment needs of my classroom

As evidenced by...

- Creating a new performance task assessment OR transforming a current assessment into a performance task

Community Builder

AT YOUR TABLES...

- In groups of two or three select one of the three quotes
- Discuss guiding questions (5 minutes)
- Re-group as a table and summarize discussions.
Focus on: (5 minutes)
 - Balanced Assessment System
 - Preparing students for college, career and life

Performance Tasks... WHY?

- Authentic transfer of skills and knowledge - “drill” vs. “game” (book pg. 71)
- “Photo album approach” (article pg. 16)
- Accurate assessment of higher-order thinking skills (article pg. 17)
- Performance Tasks vs. Simplified Exercises (book pg. 72)

Performance Tasks... WHEN?

- Can partially assess knowledge and reasoning targets
- Strong match for skill and product targets

Performance Tasks... HOW?

G - a real-world GOAL

R - a meaningful ROLE for the student

A - an authentic or simulated AUDIENCE

S - a SITUATION with an explanation of real-world context and application

P - PRODUCTS or PERFORMANCES that are student-generated

S - the performance STANDARDS for judging success

(reference: book pg. 77-85)

District Expectations and Outcomes

- Connection to Pathways for Success (front page of packet)
- Review: Key Pieces of Growth Mindset (pg. D in packet)
- JANUARY 21st - deadline for creation/revision of high-quality performance task for your discipline

Your Turn!

- Department work time
- Choose an upcoming unit in which a performance task would be a target-method match
- Use guiding questions and handouts from green book to support

Learning Outcomes - Revisited

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