

Writing Performance Task Items - Assignment #5

Design a significant performance task appropriate for high school students in your subject area. Although there may be several standards assessed by the task, choose the one you judge to be the most relevant and/or inclusive. Students might complete this task outside of a normal testing situation, but might also complete it during a single testing period at school or with you and the class as the audience. Students might know the complete task and associated rubric before they begin the task (e.g. completed out of class or in-class presentation) or they might only know general guidelines and requirements (e.g. completed in class in a testing situation). The task may or may not result in a tangible product.

Examples include: conducting an experiment, reading a prepared poem, constructing a spreadsheet, designing a survey, gathering and presenting data, cooking a meal, assembling a collage representing an event, editing photos with appropriate software.

- a. Give the standard most relevant to this task.
- b. Describe the performance task in detail.
- c. Construct a rubric with 4 categories describing (naming) the level of performance and
- d. 3 criteria on which the performance will be assessed.
- e. Give a description of the performance represented by each of the 12 cells in the rubric. No two cells may have the same description, and all descriptions should be task specific.
- f. Give a complete description of a full-credit performance or a full-credit product.

If you have any doubts about whether the task you have in mind is really a performance task, ask for your instructor's input before you begin.

Note that c-d-e all relate to your creation of a rubric.