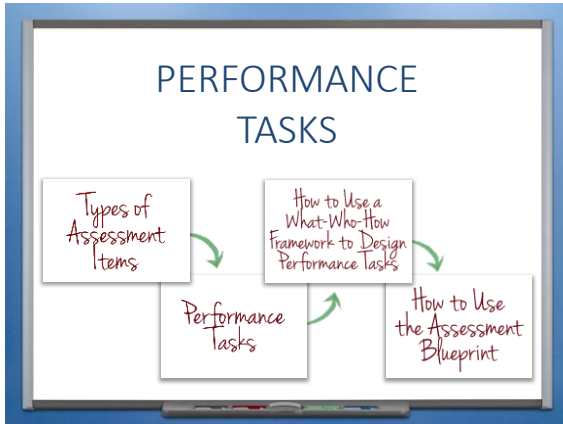
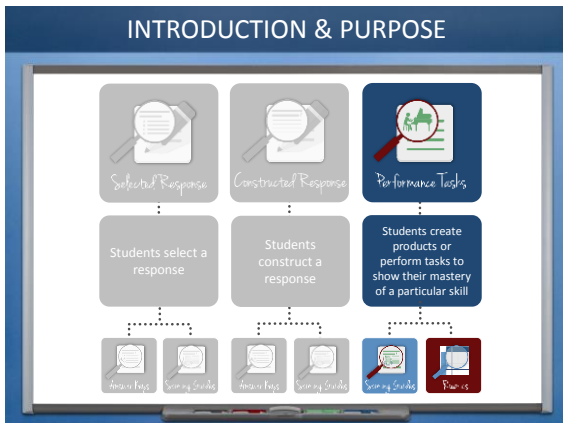
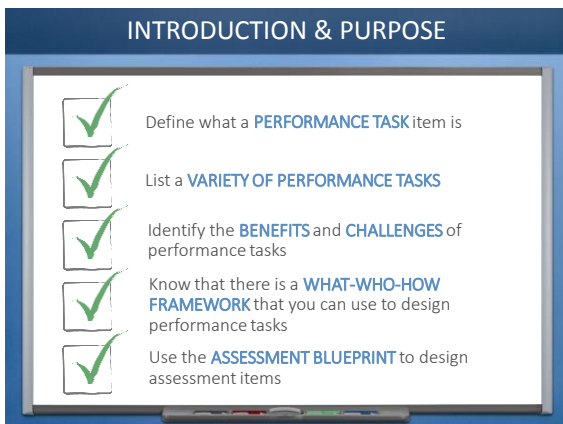


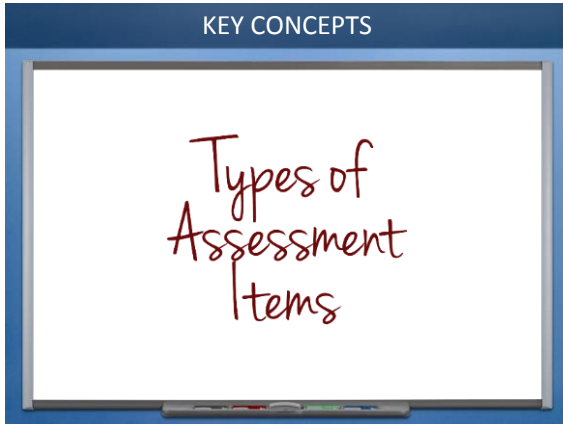
Performance Tasks

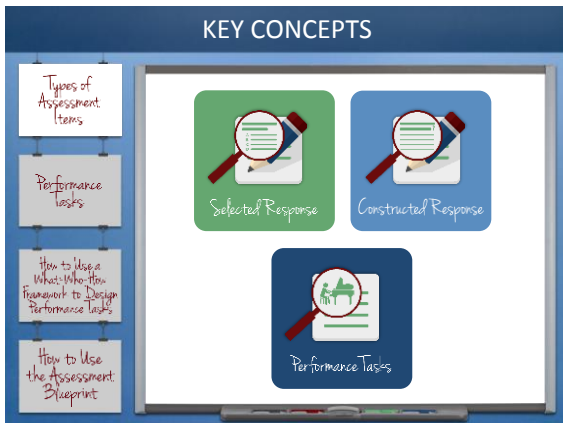


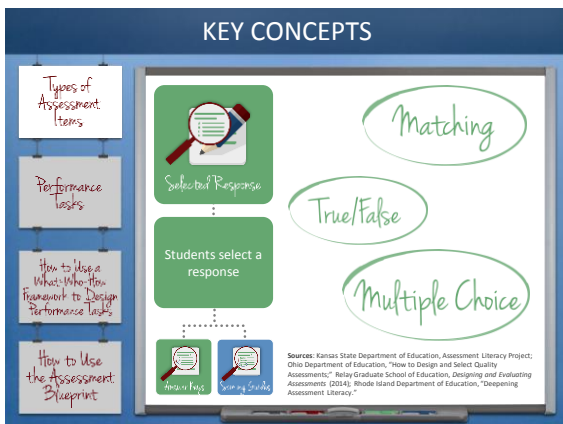




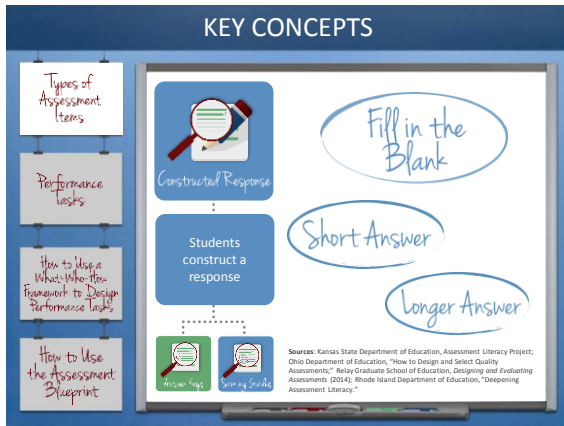
Performance Tasks

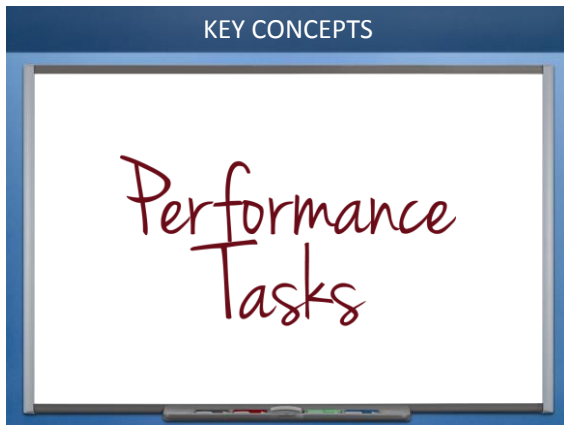


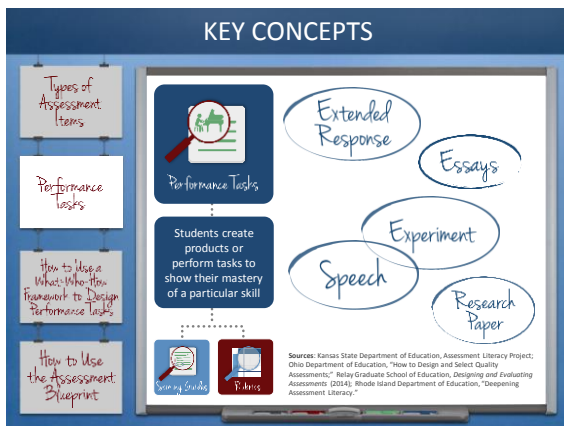




Performance Tasks







Performance Tasks


KEY CONCEPTS

Types of Assessment Items

Performance tasks

How to Use a What-Who-How Framework to Design Performance Tasks

How to Use the Assessment Blueprint



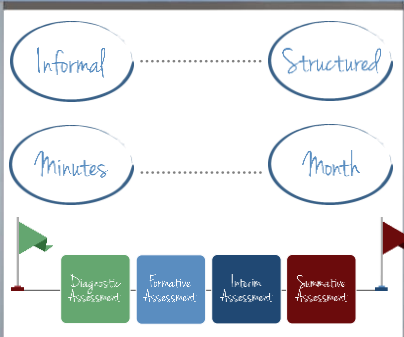
KEY CONCEPTS

Types of Assessment Items

Performance tasks

How to Use a What-Who-How Framework to Design Performance Tasks

How to Use the Assessment Blueprint



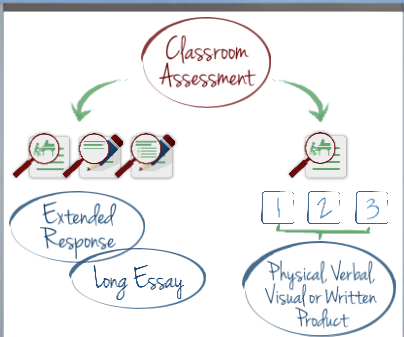
KEY CONCEPTS

Types of Assessment Items

Performance tasks

How to Use a What-Who-How Framework to Design Performance Tasks

How to Use the Assessment Blueprint



Performance Tasks

KEY CONCEPTS

Types of Assessment Items

Performance Tasks

How to Use a What-Who-How Framework to Design Performance Tasks

How to Use the Assessment Blueprint

Performance Tasks

Students perform a task to demonstrate a particular skill

Extended Response

Essays

Experiment

Speech

Research Paper

Writing Sample

Project

KEY CONCEPTS

Types of Assessment Items

Performance Tasks

How to Use a What-Who-How Framework to Design Performance Tasks

How to Use the Assessment Blueprint

Performance Tasks vs. Selected and Constructed Response Items

Benefits

- Performance tasks place **student demonstration of ability** at the center of assessment
- Performance tasks approximate **real-world** application of **complex skills**
- Allow **students** to **actively demonstrate** their **learning** and **skills**

KEY CONCEPTS

Types of Assessment Items

Performance Tasks

How to Use a What-Who-How Framework to Design Performance Tasks

How to Use the Assessment Blueprint

Multiple Choice

Car

Performance Tasks

KEY CONCEPTS

The whiteboard features two ovals. The top oval is green and contains the text 'Multiple Choice'. The bottom oval is blue and contains the text 'Road Test'. Below the 'Road Test' oval is a drawing of a blue car and a red fire hydrant. To the left of the whiteboard are four sticky notes with the following text: 'Types of Assessment Items', 'Performance tasks', 'How to Use a What-Who-How Framework to Design Performance Tasks', and 'How to Use the Assessment Blueprint'.

KEY CONCEPTS

The whiteboard features four ovals arranged in a cluster. The top-left oval is blue and contains the text 'Essays'. The top-right oval is blue and contains the text 'Oral Presentations'. The bottom-left oval is blue and contains the text 'Research Papers'. The bottom-right oval is blue and contains the text 'Demonstrations'. To the left of the whiteboard are four sticky notes with the following text: 'Types of Assessment Items', 'Performance tasks', 'How to Use a What-Who-How Framework to Design Performance Tasks', and 'How to Use the Assessment Blueprint'.

KEY CONCEPTS

Performance Tasks vs.
Selected- and Constructed-Response Items

The whiteboard features a green oval containing the text 'Benefits'. Below the oval is a list of bullet points. To the left of the whiteboard are four sticky notes with the following text: 'Types of Assessment Items', 'Performance tasks', 'How to Use a What-Who-How Framework to Design Performance Tasks', and 'How to Use the Assessment Blueprint'.

- Performance tasks place **student demonstration of ability** at the center of assessment
- Performance tasks approximate **real-world** application of **complex skills**
- Allow **students** to **actively demonstrate** their **learning** and **skills**
- Performance tasks can measure **abilities beyond academic knowledge and skills**
- Performance tasks are typically **more engaging** for students

Performance Tasks

KEY CONCEPTS

Types of Assessment Items

Performance Tasks

How to Use a What-Who-How Framework to Design Performance Tasks

How to Use the Assessment Blueprint

Performance Tasks vs. Selected and Constructed Response Items

Challenges

- Performance tasks can be **time-consuming** to **design** and **score** in a **consistent** and **unbiased** manner

KEY CONCEPTS

How to Use a What-Who-How Framework to Design Performance Tasks

KEY CONCEPTS

Types of Assessment Items

Performance Tasks

How to Use a What-Who-How Framework to Design Performance Tasks

How to Use the Assessment Blueprint

What Who How

When

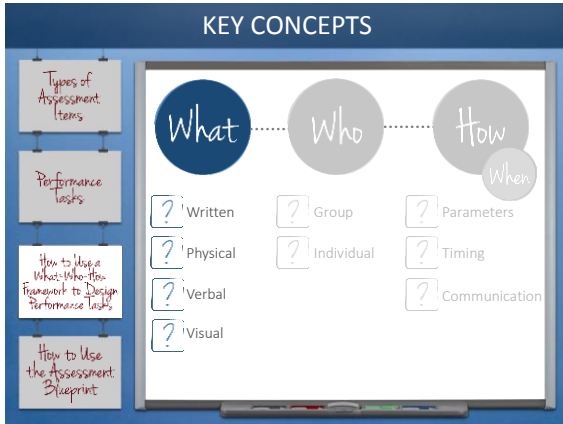
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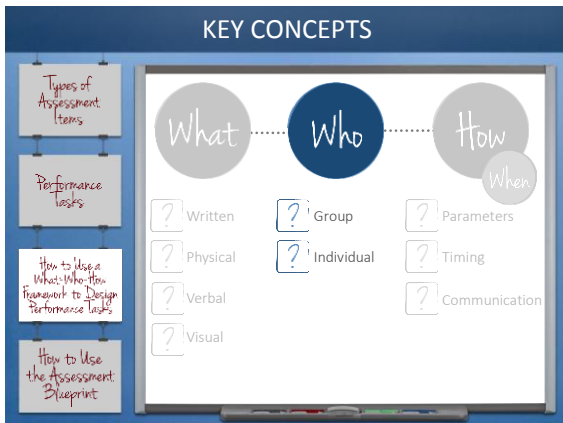
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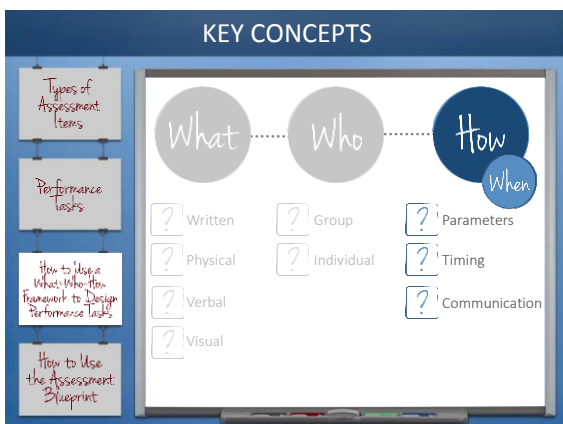
Verbal Communication

Visual

Performance Tasks







Performance Tasks

KEY CONCEPTS

Types of Assessment Items

Performance tasks

How to Use a What-Who-How Framework to Design Performance Tasks

How to Use the Assessment Blueprint

Assessment Item #

ITEM

ANSWER KEY, SCORING GUIDE OR RUBRIC

Answer Keys

Scoring Guides

Rubrics

KEY CONCEPTS

Types of Assessment Items

Performance tasks

How to Use a What-Who-How Framework to Design Performance Tasks

How to Use the Assessment Blueprint

Performance Tasks

Students perform a task to demonstrate a particular skill

Scoring Guides

Rubrics

KEY CONCEPTS

Types of Assessment Items

Performance tasks

How to Use a What-Who-How Framework to Design Performance Tasks

How to Use the Assessment Blueprint

scoring guides

scoring tools that assign points to different levels of student performance

Standard

Skills

a

b

Scoring Guide

2 points:

1 point:

0 points:

Exemplar answer:

Performance Tasks

KEY CONCEPTS

Types of Assessment Items

Performance tasks

How to Use a What-Who-How Framework to Design Performance Tasks

How to Use the Assessment Blueprint

rubrics
scoring tools that articulate levels of performance in relation to standards or other expectations

Rubric

Performance Levels

Descriptors

Dimensions

KEY CONCEPTS

Types of Assessment Items

Performance tasks

How to Use a What-Who-How Framework to Design Performance Tasks

How to Use the Assessment Blueprint

Scoring Guides

Rubrics

KEY CONCEPTS

Types of Assessment Items

Performance tasks

How to Use a What-Who-How Framework to Design Performance Tasks

How to Use the Assessment Blueprint

Scoring Guides

Standard

Shifts

a

b

Scoring Guide

2 points: _____

1 point: _____

0 points: _____

Exemplar answer: _____

Performance Tasks

KEY CONCEPTS

Types of Assessment Items

Performance Tasks

How to Use a What-Who-How Framework to Design Performance Tasks

How to Use the Assessment Blueprint

Rubrics

Performance Levels

Descriptors

Dimensions

KEY CONCEPTS

How to Use the Assessment Blueprint

KEY CONCEPTS

Types of Assessment Items

Performance Tasks

How to Use a What-Who-How Framework to Design Performance Tasks

How to Use the Assessment Blueprint

5th Grade

Reading and Writing about Informational Texts

Standards

Classroom Assessments

Instruction

4 weeks

Sources: Ohio Department of Education, "Ohio's New Learning Standards: English Language Standards" (2010); Student Achievement Partners, "Mini-Assessment for Who Was Marco Polo?" by Joan Holub and The Adventures of Marco Polo by Russell Freedman" (2014).

Performance Tasks

KEY CONCEPTS

Types of Assessment Items

Performance Tasks

How to Use a What-Who-How Framework to Design Performance Tasks

How to Use the Assessment Blueprint

KEY CONCEPTS

Types of Assessment Items

Performance Tasks

How to Use a What-Who-How Framework to Design Performance Tasks

How to Use the Assessment Blueprint

KEY CONCEPTS

Item #	Standard(s) and/or Skill(s)	Type of Item	Level(s) of Rigor	# of Points	% of Assessment
1	Determine the meaning of new vocabulary words.	SR-MC	1-3	5	
2	Quote accurately, identify main ideas and explain how the author uses evidence.	CR-Short Answer	1-4	12	
TOTAL					

Performance Tasks

KEY CONCEPTS

Types of Assessment Items

Performance tasks

How to Use a What-Who-How Framework to Design Performance Tasks

How to Use the Assessment Blueprint

Item #	Standard(s) and/or Skill(s)	Type of Item	Level(s) of Rigor	# of Points	% of Assessment
1	Determine the meaning of new vocabulary words.	SR-MC	1-3	5	14
2	Quote accurately, identify main ideas and explain how the author uses evidence.	CR-Short Answer	1-4	12	34
3	Write an opinion, and support your point of view.	PT-Essay	5	18	51
TOTAL				35	100%

KEY CONCEPTS

Types of Assessment Items

Performance tasks

How to Use a What-Who-How Framework to Design Performance Tasks

How to Use the Assessment Blueprint

Assessment Item #3

ITEM

ANSWER KEY, SCORING GUIDE OR RUBRIC

KEY CONCEPTS

Types of Assessment Items

Performance tasks

How to Use a What-Who-How Framework to Design Performance Tasks

How to Use the Assessment Blueprint

Assessment Item #3

ITEM

Using information from both sources, the excerpt from Chapter 11 of *Who Was Marco Polo?* by Joan Holub and the excerpt from *The Adventures of Marco Polo* by Russell Freedman, write an essay in which you provide an opinion that either Marco Polo told the truth in his book or Marco Polo made up his stories. Your audience is your classmates from your history class who have learned about Marco Polo. Be sure to use information from both of the texts to support your opinion. Write your essay in the space below.

Sources: Student Achievement Partners, "Mini Assessment for Who Was Marco Polo? by Joan Holub and The Adventures of Marco Polo by Russell Freedman" (2014).

Performance Tasks

KEY CONCEPTS

Types of Assessment Items

Performance tasks

How to Use a What-Who-How Framework to Design Performance Tasks

How to Use the Assessment Blueprint

Assessment Item #3				
RUBRIC				
	3 Points	2 Points	1 Point	0 Points
Reading: Comprehension of Key Ideas and Details				
Writing: Written Expression				
Writing: Knowledge of Language and Conventions				

Source: PARCC, Grades 4 and 5 Condensed Scoring Rubric for Prize Constructed Response Items (2013).

KEY CONCEPTS

Types of Assessment Items

Performance tasks

How to Use a What-Who-How Framework to Design Performance Tasks

How to Use the Assessment Blueprint

Assessment Item #3				
RUBRIC				
	3 Points	2 Points	1 Point	0 Points
Reading: Comprehension of Key Ideas and Details				
Writing: Written Expression				
Writing: Knowledge of Language and Conventions				

Source: Ohio Department of Education, "Ohio's New Learning Standards: English Language Standards" (2018).

KEY CONCEPTS

Types of Assessment Items

Performance tasks

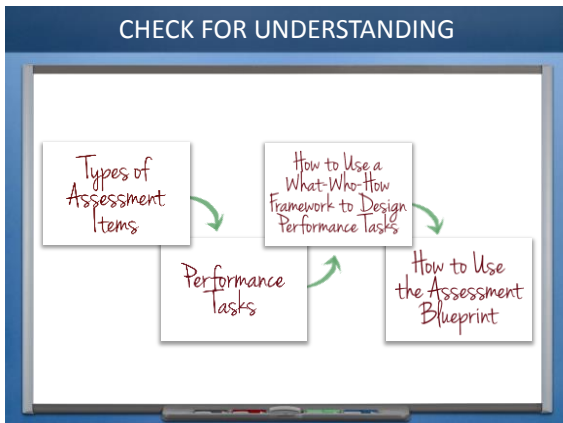
How to Use a What-Who-How Framework to Design Performance Tasks

How to Use the Assessment Blueprint

Assessment Item #3				
ITEM				
Using information from both sources, the excerpt from Chapter 11 of <i>Who Was Marco Polo?</i> by Joan Holub and the excerpt from <i>The Adventures of Marco Polo</i> by Russell Freedman, write an essay in which you provide an opinion that either Marco Polo told the truth in his book or Marco Polo made up his stories. Your audience is your classmates from your history class who have learned about Marco Polo. Be sure to use information from both of the texts to support your opinion. Write your essay in the space below.				
RUBRIC				
	3 Points	2 Points	1 Point	0 Points
Reading Comprehension				
Writing				
Writing				

Performance Tasks

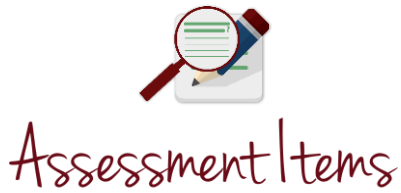
KEY CONCEPTS				
	3 Points	2 Points	1 Point	0 Points
Reading Comprehension: Key Ideas and Details	(provide) an accurate analysis and [support] the analysis with effective textual evidence			
Writing: Written Expression	write in a style appropriate to their audience and use relevant, text-based evidence to address the prompt			
Writing: Knowledge of Language and Conventions				



CHECK FOR UNDERSTANDING	
<input checked="" type="checkbox"/>	Define what a PERFORMANCE TASK item is
<input checked="" type="checkbox"/>	List a VARIETY OF PERFORMANCE TASKS
<input checked="" type="checkbox"/>	Identify the BENEFITS and CHALLENGES of performance tasks
<input checked="" type="checkbox"/>	Know that there is a WHAT-WHO-HOW FRAMEWORK that you can use to design performance tasks
<input checked="" type="checkbox"/>	Use the ASSESSMENT BLUEPRINT to design assessment items

Performance Tasks

CHECK FOR UNDERSTANDING



CHECK FOR UNDERSTANDING



Assessment Item

1. List a variety of performance tasks, either repeating those listed earlier in this module or using those you come up with on your own or in teams.

CHECK FOR UNDERSTANDING



Assessment Item

1. List a variety of performance tasks, either repeating those listed early in this module or using those you come up with on your own or in teams.



Performance Tasks

CHECK FOR UNDERSTANDING



Answer

1. List a variety of performance tasks, either repeating those listed early in this module or using those you come up with on your own or in teams.

A kindergarten teacher asks a student to count from 1 to 30 or say her ABCs. A first-grade teacher asks her students to read a passage out loud from a book. A fourth-grade physical education teacher asks her students to demonstrate skills they have developed during a unit on jumping rope. An eighth-grade visual arts teacher asks his students to use different media to create sculpted figures that convey actions or gestures. A middle-school science teacher asks her students to complete experiments to demonstrate that they know how to apply the scientific method and how to use the scientific equipment that they will use to do more advanced experiments.

CHECK FOR UNDERSTANDING



Assessment Item

2. Describe one benefit and one challenge of performance tasks.

CHECK FOR UNDERSTANDING



Assessment Item

2. Describe one benefit and one challenge of performance tasks.



Performance Tasks

CHECK FOR UNDERSTANDING



Answer

2. Describe one benefit and one challenge of performance tasks.

Performance tasks place student demonstration of ability at the center of assessment. They approximate real-world application of complex skills more closely than other types of items, and they allow students to actively demonstrate their learning and skills. On the other hand, performance tasks can be time consuming to design and score in a consistent and unbiased manner.

CONCLUSION

