



# Performance Tasks as Evidence of Student Learning

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# Goals:

- Why Performance Tasks
- How to Design and Use Performance Tasks
- Examples of Performance Tasks
- Call to Action



<http://bit.ly/ParkingLotNCTM>



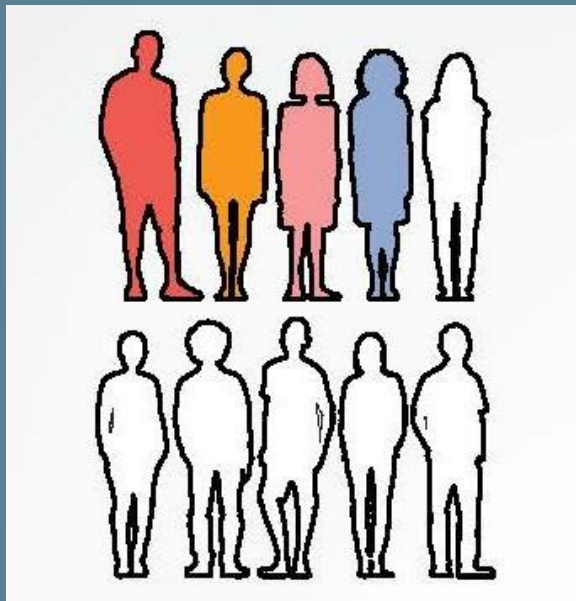
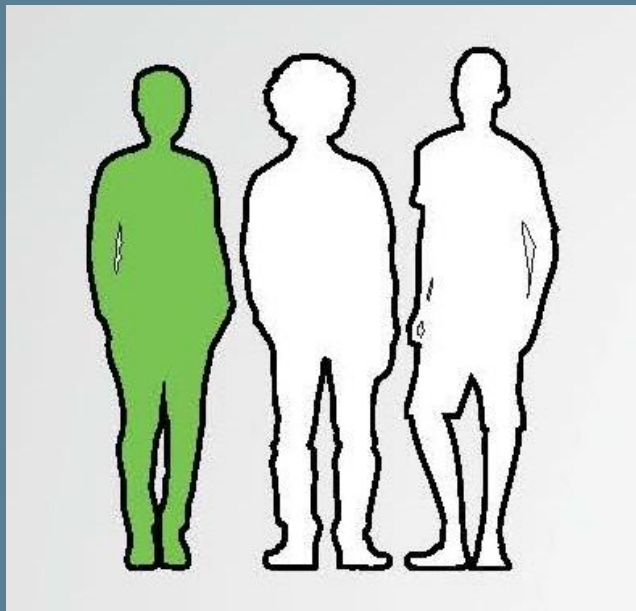


How much does college cost? What college is most expensive to attend? What's the average cost of college?

Is College *worth* the cost?  
Construct an argument where you answer the question and explain your reasoning to a teenager who has the opposite argument. Plan a course of action that you think your critic could get behind.

<http://www.mathalicious.com/>





Lathram, B., Lenz, B., and Vander Ark, T. 2016. Preparing Students for a Project-Based World

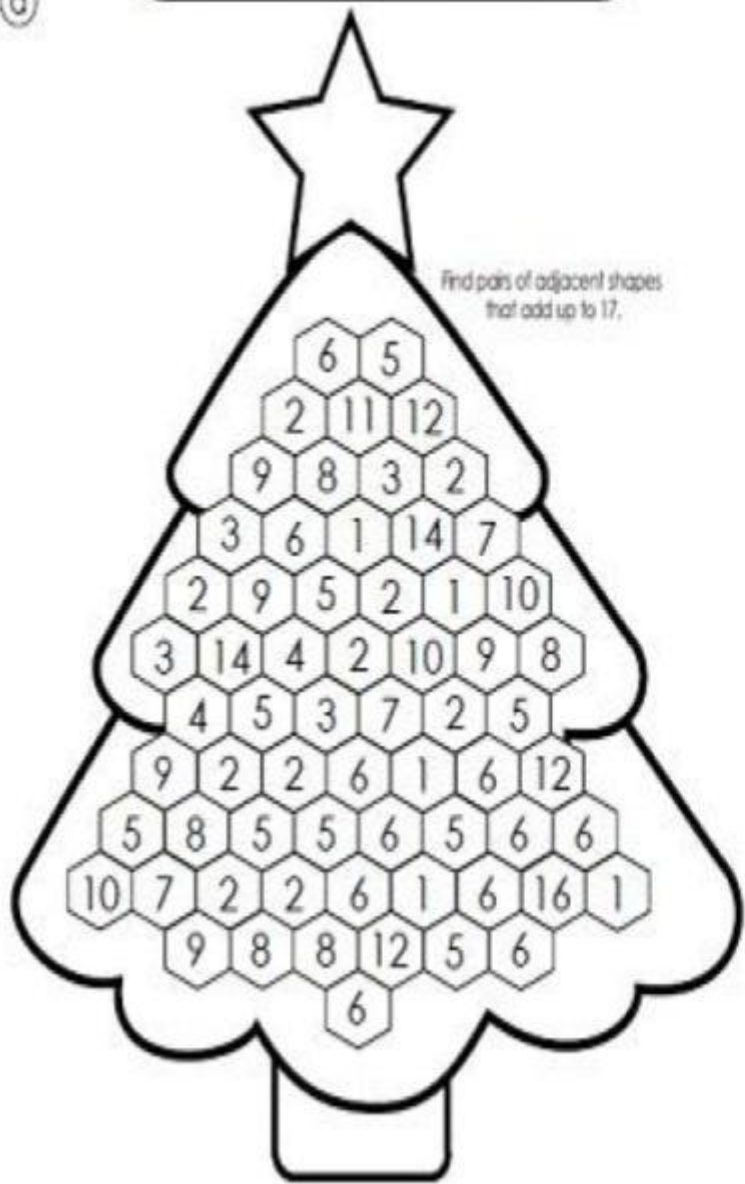


Names: \_\_\_\_\_

## Christmas Tree Sum Game

a

Find pairs of adjacent shapes  
that add up to 17.



"THANKS  
FOR THAT  
**AMAZING**  
**WORKSHEET.**"

- NO STUDENT EVER



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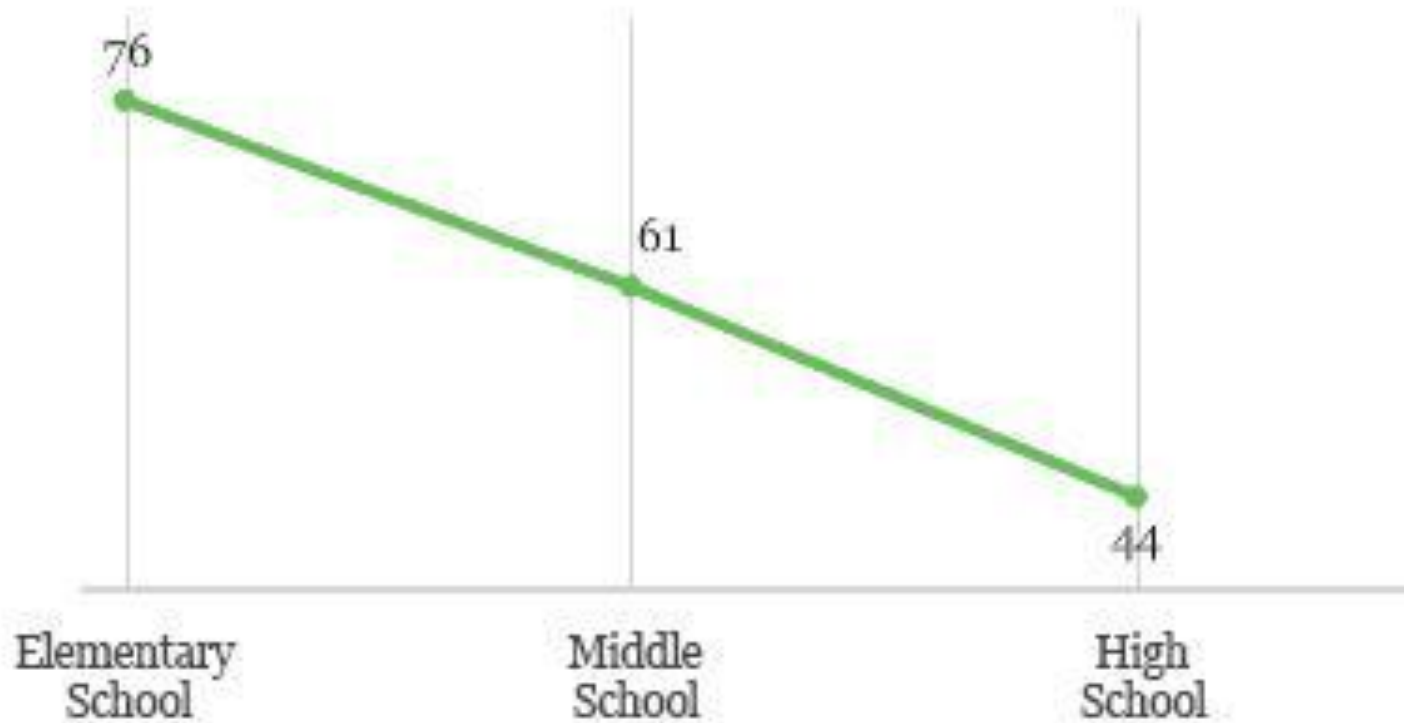
# Equity and Access

- High Expectations of All Students
- Challenging and Authentic Problems
- Increase in Student Engagement

## *The School Cliff: Students' Engagement Drops Over Time*

The Gallup Student Poll

■ % Engaged



GALLUP

<http://news.gallup.com/opinion/gallup/170525/school-cliff-student-engagement-drops-school-year.aspx>



The world doesn't care what you

**KNOW**

What the world cares about is what

**YOU DO**

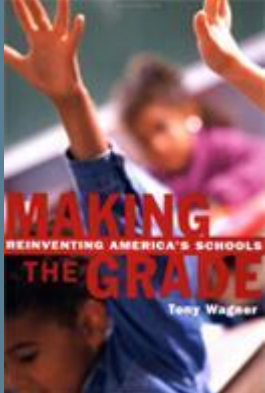
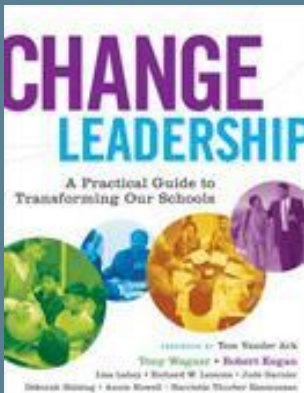
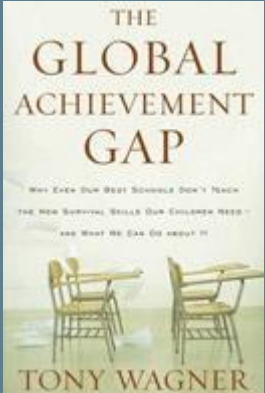
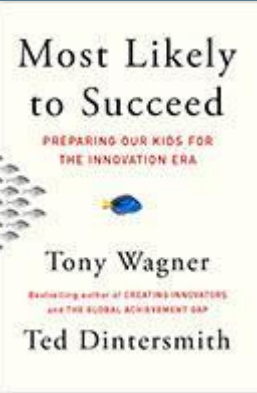
with what you know

- Tony Wagner -

<http://www.tonywagner.com/creating-innovators/>

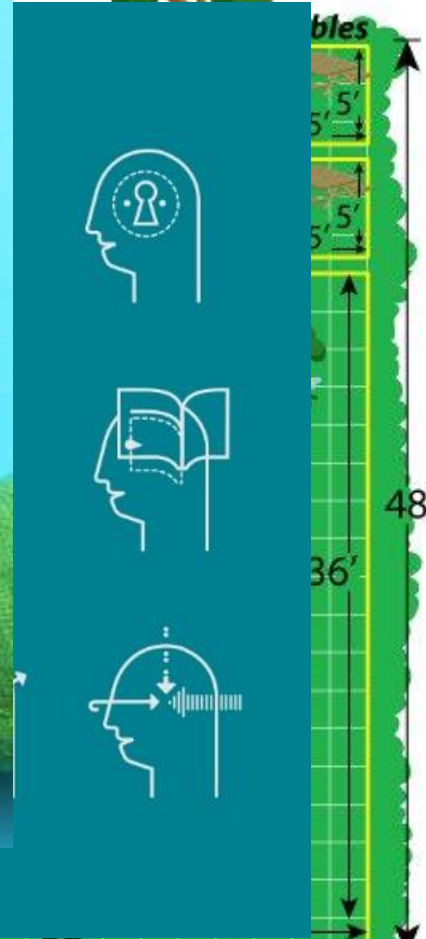
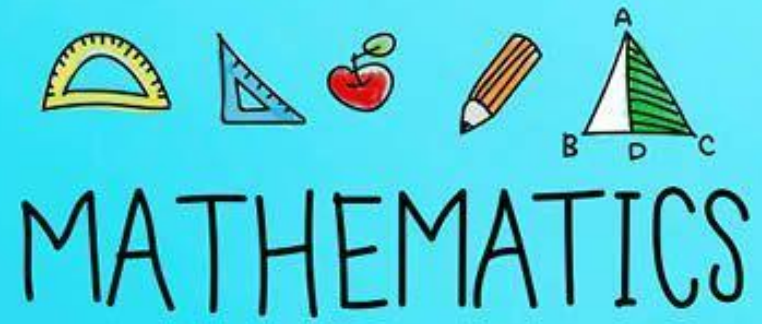


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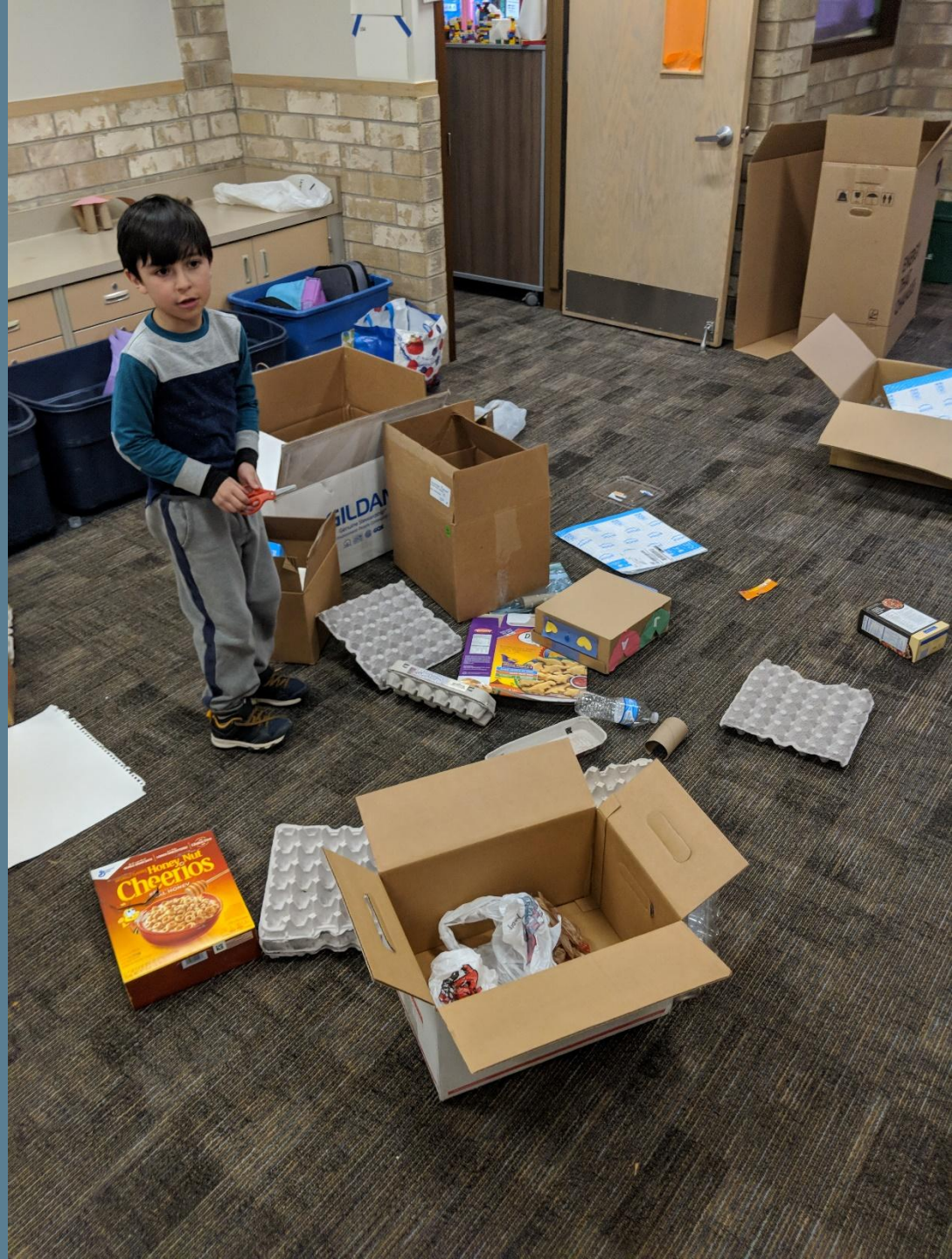


Task predicts performance.  
-Richard Elmore, 2008



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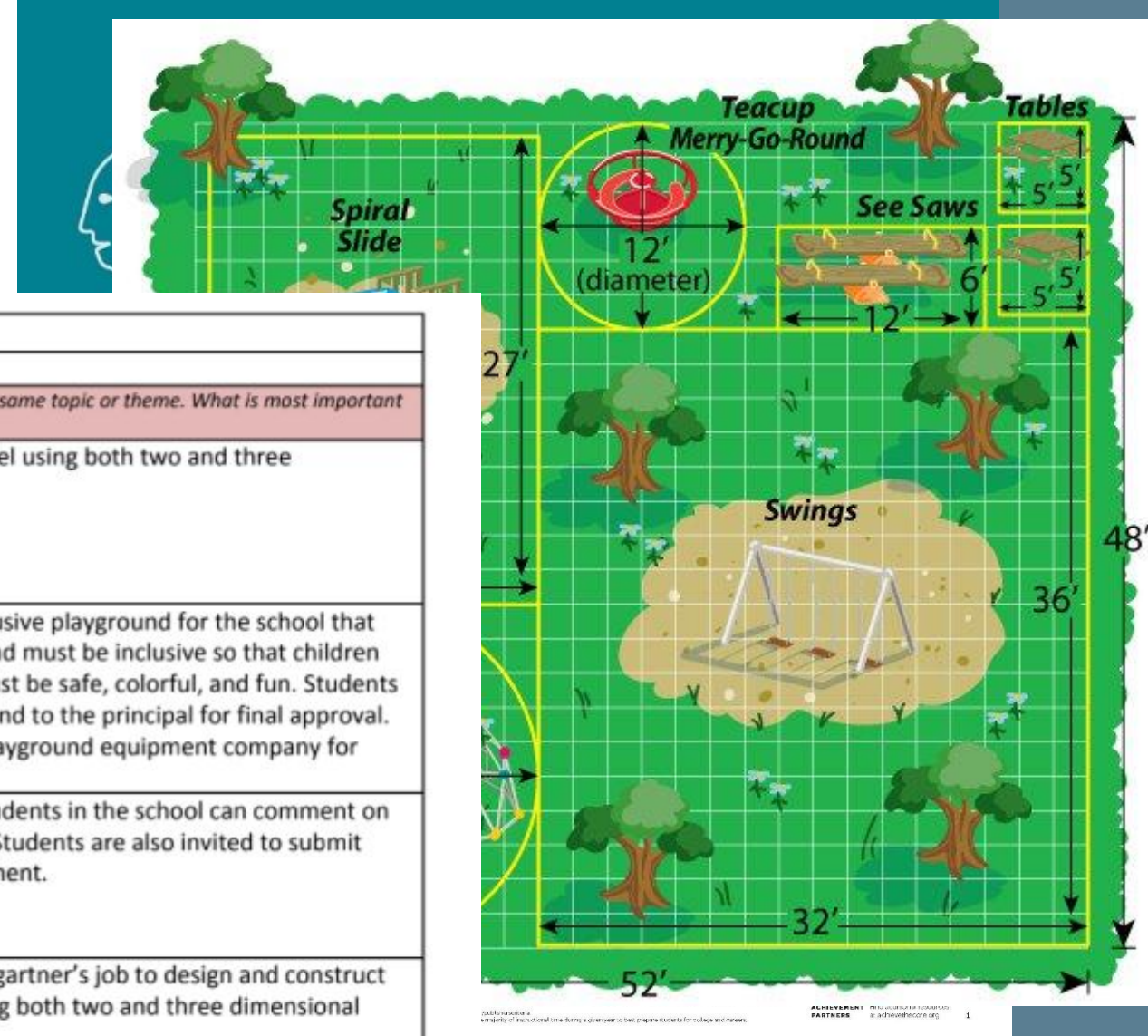
# How do we move closer to this ideal?

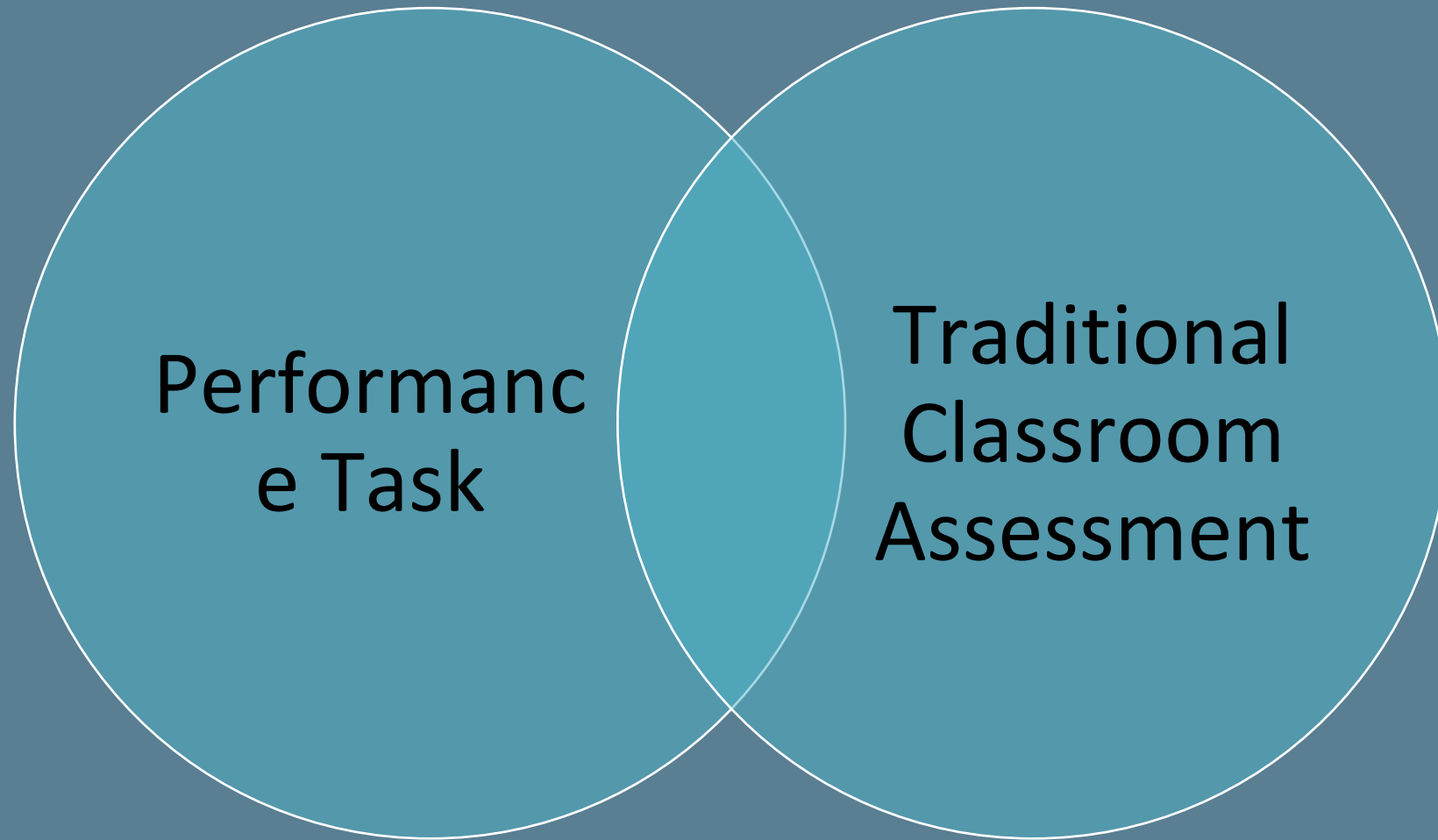


# GLOBAL-READY SKILLS

Seven survival skills\* that bring high standards to life through student task - the demonstration of content knowledge.

<b>Ultimate Performance Tasks</b>	<b>The Ultimate Shapes Playground</b>
<b>Grade: Framework</b>	<b>Kindergarten: Framework 03 (using Bridges)</b>
<i>This task was designed with a specific topic or theme in mind. It is not imperative that teachers deliver the task with the same topic or theme. What is most important is that ultimate performance tasks require students to demonstrate the identified skills.</i>	
<b>GOAL</b> <ul style="list-style-type: none"> <li>Provide a statement of the task.</li> <li>Establish the goal, problem, challenge, or obstacle in the task.</li> <li>Does it contain Cognitive Demand?</li> <li>Does it blend GRS and CCSS?</li> </ul>	Students will design and construct an ideal playground model using both two and three dimensional shapes.
<b>ROLE</b> <ul style="list-style-type: none"> <li>Define the role of the students in the task.</li> <li>State the job of the students for the task.</li> </ul>	Students have been asked by the principal to design an inclusive playground for the school that uses both two and three dimensional shapes. The playground must be inclusive so that children with disabilities will also be able to play. The playground must be safe, colorful, and fun. Students will create a model to present to the other students in K-5 and to the principal for final approval. Students then have the option to present their ideas to a playground equipment company for comment.
<b>AUDIENCE</b> <ul style="list-style-type: none"> <li>Identify the target audience within the context of the scenario.</li> <li>Example audiences might include a client or committee.</li> <li>Is the audience authentic?</li> </ul>	The playground will be used by students in grade K-5. All students in the school can comment on the playground model. The principal will have the final OK. Students are also invited to submit their models to a playground equipment company for comment.
<b>SITUATION</b> <ul style="list-style-type: none"> <li>Set the context of the scenario.</li> <li>Explain the situation.</li> </ul>	Our school is going to get a new playground. It is the kindergartner's job to design and construct both the layout and the equipment for the playground, using both two and three dimensional shapes.
<b>PRODUCT</b> <ul style="list-style-type: none"> <li>Clarify what the students will create and why they will create it.</li> <li>Is the product demanding?</li> </ul>	The Shapes Playground model, a class letter, and pictures of their work will be submitted to the principal for final approval. Each class has the option to submit a class letter and pictures of their work to a playground company for comment. Several companies are listed as resources and many of them have organized programs to fund school playgrounds, should the class want to pursue the topic further.









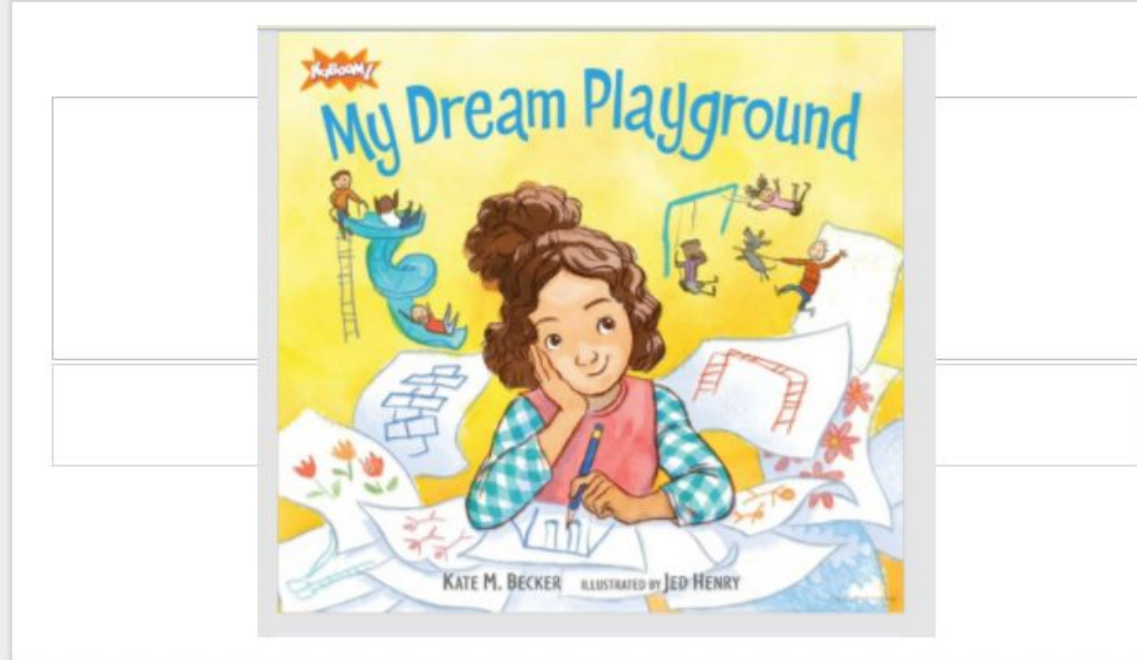
# GES playground UPT Kinder

File Edit View Insert Format Slide Arrange Tools Add-ons Help Last €



PRESENT

SHARE



Day 1 is first 4 slides: 2/13: **LT: We can recognize shapes on our playground. Read book and then leave in Tonya's classroom while we go out**  
Students have been asked by the principal to design an inclusive playground for the school



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# 2<sup>nd</sup> grade lesson

Kindergarten lesson

## Reflections on the Task



Q and A



<http://bit.ly/ParkingLotNCTM>

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Discuss with a partner or reflect in your notebook:

- 1 thing that confirmed a belief you already held
- 1 thing that pushed your thinking
- 1 question you still have (add it to the padlet!)



Experiment with having students demonstrate their knowledge, understanding, and proficiency through a performance task.



[http://bit.ly/Resources\\_TasksK](http://bit.ly/Resources_TasksK)

2



Scan me

that is an underscore