



Performance Task Overview



Introduction



PERFORMANCE TASK

- This training module answers the following questions:
 - What is a performance task?
 - What is a Classroom Activity?
 - What does a performance task in mathematics or English language arts/literacy look like?



Test Administration Manual

2014-15 School Year



Smarter Balanced Mathematics
Smarter Balanced English Language Arts
Science
Social Sciences
English Language Proficiency
Kindergarten Assessment

What is a Performance Task?

Smarter Balanced Assessment

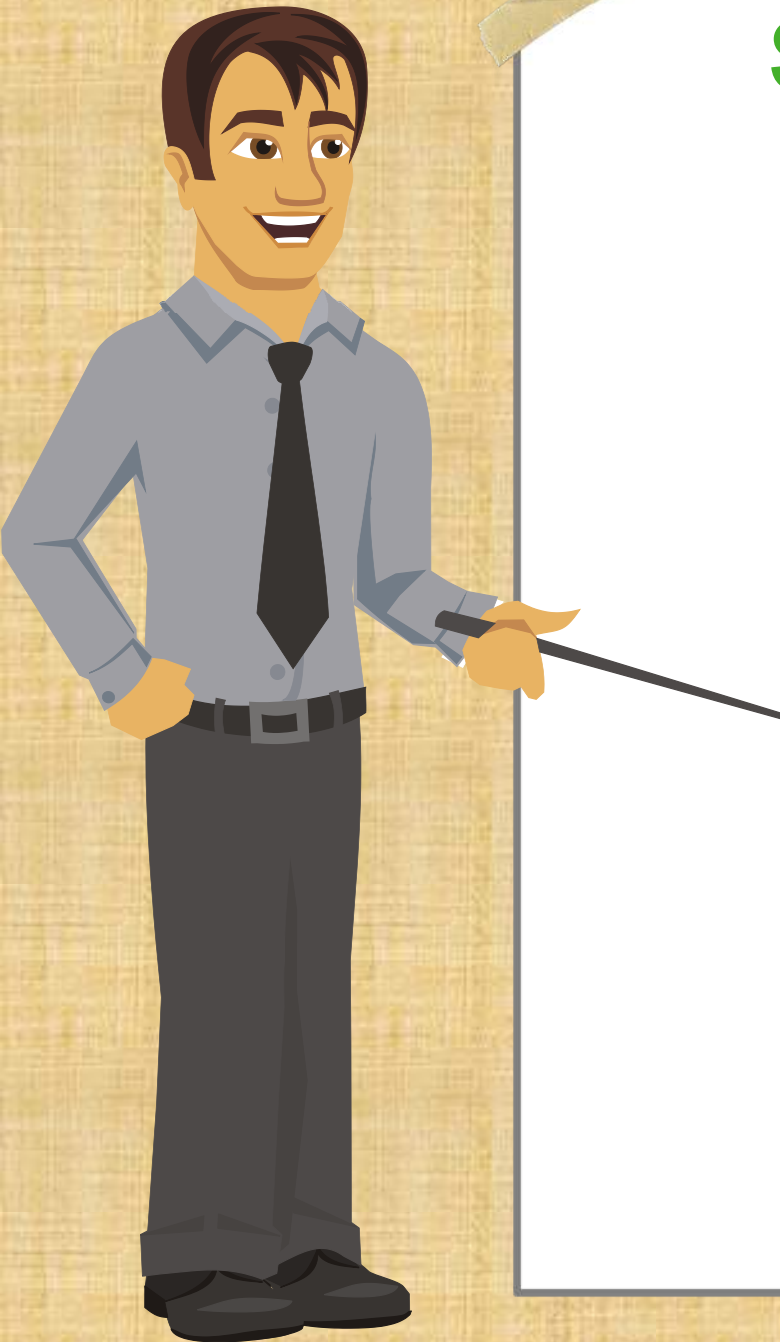
CAT



Classroom
Activity



Performance
Task





PERFORMANCE TASK (PT)

- Portion of the test that requires students to answer a set of complex questions centered on a common topic or problem.



PERFORMANCE TASK

- Administered online;
- Helps ensure test items are more accessible; and
- Allows students to respond in ways that are different from how they might respond or access paper-and-pencil tests.



PERFORMANCE TASK

- Measures how well a student can integrate knowledge and skills across multiple claims and targets
 - *Claim*: Broad evidence-based statements about what students know and can do as demonstrated by their performance on the assessment
 - *Target*: Connects the Common Core State Standards to evidence that will be collected from the assessment

PERFORMANCE TASK

KNOWLEDGE + SKILLS



PERFORMANCE TASK

Classroom
Activity



Performance
Task



What is a performance task?

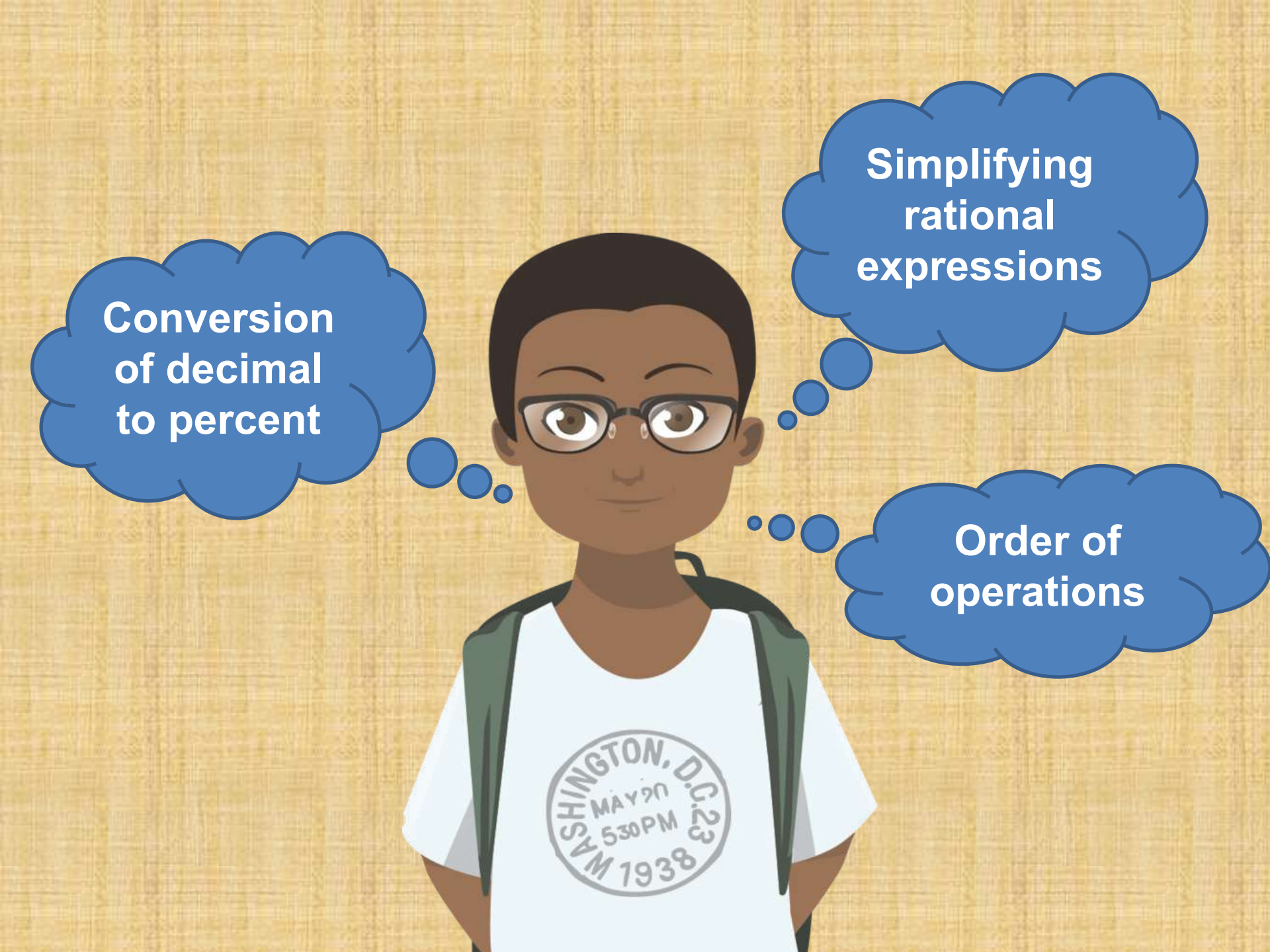
Introduction to Performance Tasks

- Measures capacities such as depth of understanding, research and writing skills, and/or complex analysis with relevant evidence, and
- Designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario.

Mathematics

ELA

Expectations



**Conversion
of decimal
to percent**

**Simplifying
rational
expressions**

**Order of
operations**

What is a performance task?

Mathematics

Mathematics

The screenshot shows a digital interface for a mathematics performance task. At the top, there is a navigation bar with icons for zooming, calculator, and navigation. The main content area is divided into two columns. The left column contains the problem text, and the right column contains the question and a calculator interface.

CEREAL BOXES
A cereal company uses cereal boxes that are rectangular prisms. The boxes have the dimensions shown.

- 12 inches high
- 8 inches wide
- 2 inches deep

The managers of the company want a new size for their cereal boxes. The new boxes have to be rectangular prisms. You will evaluate one box design the company proposed. Then you will create and propose your own design for the company.

Requirements for the new boxes:

- The new boxes have to use less cardboard than the original boxes.
- The new boxes have to hold the same or a greater volume of cereal as the original boxes.

1
Determine the volume of the current cereal box with the dimensions 12 inches high, 8 inches wide, and 2 inches deep.
Find the volume, V , in cubic inches, of each box.
Volume of Original Box: $V = \dots$ in³

2
Label the dimensions of the net for the current cereal box with dimensions 12 inches high, 8 inches wide, and 2 inches deep.

The interface includes a calculator with a numeric keypad and a display showing the input $V = \dots$ in³.

Mathematics performance tasks require students to integrate skills across multiple domains, clusters, and standards of the Common Core State Standards to demonstrate their ability to use their math knowledge to solve real-world problems.

ELA

Expectations

What is a performance task?

Mathematics

ELA

ELA

The screenshot displays a digital interface for an ELA performance task. At the top, it shows the state ID (06.8.57) and the task name (06 ELA Performance Task (0 out of 4) Questions: 1-3). The interface includes navigation icons for zooming in/out, notes, save, pause, back, and next. The main content is divided into two sections: 'Student Directions' and a list of three questions.

Student Directions

Robots Narrative Performance Task

Task:
Your school's technology club is building a new website. The club sponsor is also your English teacher, and he has encouraged everyone to research a topic related to technology for an upcoming project. Since you saw a movie about robots recently, you want to know more about what real robots can do. During your research, you have found three articles about robots.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research. You may click on the Global Notes button to take notes on the information you find in the sources as you read. You may also use scratch paper to take notes.

In Part 2, you will write a story on a topic related to the sources.

Directions for Beginning:
You will now examine several sources. You can re-examine any of the sources as often as you like.

Questions:

- 1 Explain what Source #1 and Source #3 say about how robots are able to save lives by paraphrasing the information while avoiding plagiarism.
- 2 Many robots are designed to do normal tasks that improve people's lives or jobs. Provide **two** pieces of evidence from different sources that support this idea and explain how each example supports the idea. Cite evidence for each piece of information and identify the source title or number.
- 3 Click on the boxes to show the claim(s) that each source supports. Some sources will have more than one box selected.

Source #1: Meet the...
Source #2: Robots That Play Well with Others
Source #3: When the Car Is the Driver

In ELA, performance tasks require students to integrate research and writing to inform/explain, to narrate, or to support an opinion/argument for a designated audience.

Expectations

What is a performance task?

Mathematics

ELA

Expectations

- Student is expected to work more extensively with the test materials, such as:
 - informational sources,
 - research articles, or
 - tables of data.

Classroom Activity

CLASSROOM ACTIVITY

Technology of the Future

What do you guys think?



I have an idea!



Let's work together!



CLASSROOM ACTIVITY



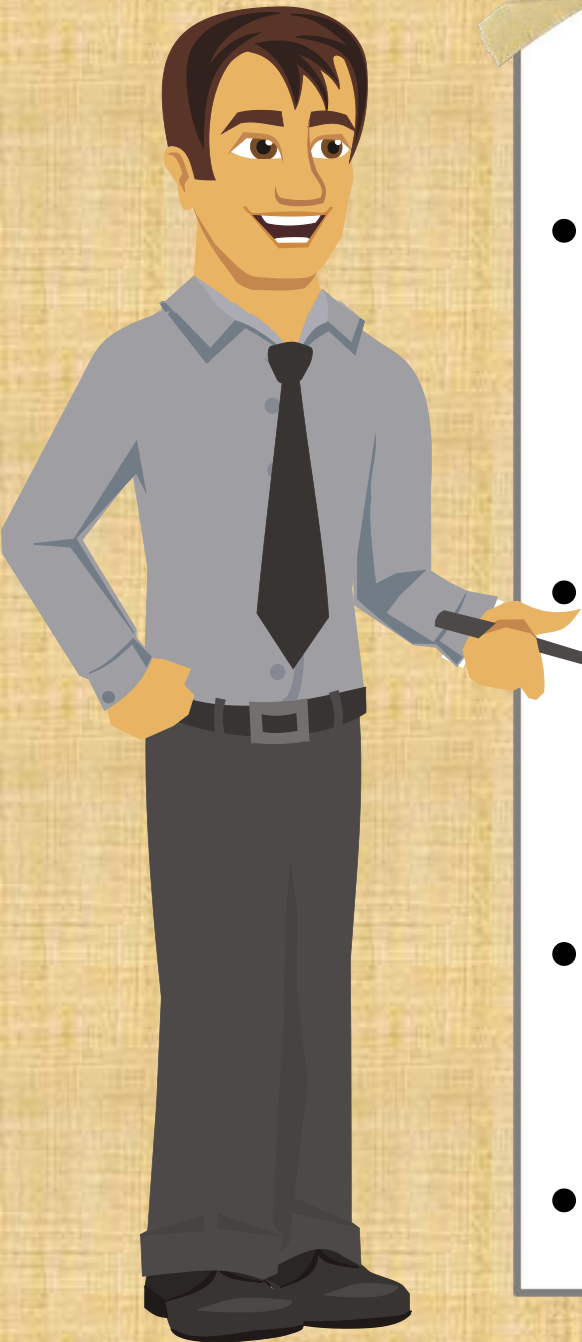
CLASSROOM ACTIVITY

Classroom Activity Guidance for Needs-Specific Accessibility Options

Classroom Activity Guidance for Needs-Specific Accessibility Options

| Student Need | Guidance for Accessibility (Student IEP and 504 Plans supersede these guidelines) |
|---|--|
| Visual Impairments | <ul style="list-style-type: none">• Reading Materials: All materials that are required to be read by a student may be read aloud to the student.• Pictures, Figures, Drawings, and Photographs: Descriptions may be read to students. In addition, teachers can provide students with further explanation of the descriptions. These explanations may clarify the description without adding additional content.• Graphs: Further descriptions or repetition of descriptions may be necessary for a student. These explanations may clarify the description without adding additional content.• Visual Diagrams: Visual diagrams may be described to the student. In addition, a teacher may use a different chart, diagram format, or graph to organize. |
| Reading Impairments | <ul style="list-style-type: none">• Reading Materials: All materials that are required to be read by students may be read aloud to the student.• Writing Activities: All activities that require the student to write may allow for an oral response or the use of technology usually used by the student in a classroom environment. |
| Physical Impairments | <ul style="list-style-type: none">• Kinesthetic Activities: If a student cannot participate in a kinesthetic activity, the student may be asked to describe the activity orally.• Activities Requiring Movement: Tasks such as moving around the room or coming up to the board can be modified to allow the teacher or other student to interact with the student or allow for the student to respond orally.• Writing Activities: If helpful to a student, all activities that require the student to write may allow for an oral response or the use of technology usually used by the student in a classroom environment. |
| Deaf and Hard of Hearing | <ul style="list-style-type: none">• Activities Requiring Listening: Listening activities may be presented in sign language. For activities that require students to describe sounds, such as those from a thunderstorm, a sound may be described by the student as how it feels and looks.• Activities Requiring Oral Responses: Oral responses may be provided via sign language or in writing. |
| Students with Limited English Proficiency | <ul style="list-style-type: none">• Activities Requiring Oral Responses: Oral responses may be provided in writing, using a communication device, or any other means that the student uses to communicate. |
| English Language Learners | <ul style="list-style-type: none">• Reading Materials: All materials that are required to be read by students may be read aloud to the student.• Writing Activities: All activities that require the student to write may allow for an oral response.• Visual Supports: If helpful to a student, vocabulary and key contextual topics may be supplemented with visual supports.• Flexible Grouping: Teachers may administer the Classroom Activity in flexible groups based on English language proficiency.• Activities Requiring Oral Responses: Oral responses may be provided in writing.• Students may use a English, non-English and bilingual dictionary and thesaurus as needed. |
| Separate Setting | <ul style="list-style-type: none">• Group activities may be tailored to occur between a single student and their educator where the educator and student share education and work.• Activities between student(s) and an educator may be conducted online or via a telephone connection.• All student-facing information included in a Classroom Activity should be presented to students working in a separate setting. |

The Online Test Administration Manual includes a section about accessibility features and defines accessibility options that may be implemented during the Classroom Activity for students with disabilities and English learners.



CLASSROOM ACTIVITY

- Takes place before students engage in the performance task;
- Is administered separately for both ELA and mathematics;
- Is the same activity for the entire class; and
- Is not scored.



CLASSROOM ACTIVITY— Administration

- Designed to be completed in approximately thirty minutes;
- In a group setting by a certified teacher or other instructional staff;
- No more than three days before the student takes the online task;
- ELA — Classroom Activity should be on a different day than the performance task; and
- No information should be added or provided outside the directions and information provided.



CLASSROOM ACTIVITY — Absent Students

- Schedule a make-up session.
- Provide students the opportunity to interact with the teacher and other students.
- Provide students with an experience similar to that of their peers.

CLASSROOM ACTIVITY

Technology of the Future



Now it's
time to try it
myself!



ELA Performance Task Examples



PERFORMANCE TASK

To review these and other examples in more detail, please visit the Smarter Balanced Practice Tests.

Before the ELA Performance Task: Classroom Activity

ELA Classroom Activity Technology of the Future

ELA Performance Task Robots



Technology of the Future Classroom Activity

The Classroom Activity introduces students to the context of a performance task, so they are not disadvantaged in demonstrating the skills the task intends to assess. Contextual elements include: an understanding of the setting or situation in which the task is placed, potentially unfamiliar concepts that are associated with the scenario; and **key terms** or vocabulary students will need to understand in order to meaningfully engage with and complete the performance task. The Classroom Activity is also intended to generate student interest in further exploration of the key idea(s). The Classroom Activity should be easy to implement with clear instructions.

Please read through the entire Classroom Activity before beginning the activity with students to ensure any classroom preparation can be completed in advance.

Throughout the activity it is permissible to pause and ask students if they have any questions.

Resources Needed:

- Chart paper, whiteboard, or chalkboard
- Markers or chalk
- One piece of paper and a pencil for each group. (Students who need an accommodation may use their preferred tool for writing.)
- Some method of displaying ancillary materials¹

Learning Goal:

- Students will understand the context of the key concepts related to the topic:
 - Technology is constantly changing and subject to the wants and needs of humans.

Technology of the Future Classroom Activity

[Purpose: The facilitator's goal is to introduce students to the idea that technology is constantly changing and subject to our needs. This activity will allow students to be active participants as they explore the future of technology.]

Note: The following section can be modified to accommodate various teacher-student interaction types such as a teacher-led discussion with the entire class, a teacher-student discussion for remote locations with a single student, or small groups.

[Divide the students in small groups of two to four students. Give each group a piece of paper and a pencil.]

[Display **Figures 1–3**. Note: For students who are visually impaired, read the description below the photo. Write and read aloud the following question on the board: "How has each of these three examples of outdated technology changed?"]

Facilitator says: "Technology is constantly changing. Here are three examples of outdated technology:

"The first is the rotary phone, which dates back to the early 1900s. If you wanted to call someone, you had to place your finger in the hole for the appropriate number, rotate the dial clockwise, wait for it to return to the original position, and then go to the next number to repeat all those steps.

Before the ELA Performance Task: Classroom Activity

Students are given information:

In this Classroom Activity, students look at images of some examples of outdated technology and read a brief description about each of them.

Facilitator says: "Technology is constantly changing. Here are three examples of outdated technology:

"The first is the rotary phone, which dates back to the early 1900s. If you wanted to call someone, you had to place your finger in the hole for the appropriate number, rotate the dial clockwise, wait for it to return to the original position, and then go to the next number to repeat all those steps.

"The second image is of a typewriter, which was invented in the 1800s. In order to write out a document, you had to insert paper, line it up correctly, and then begin typing on the keyboard. When you pressed on a key, a little lever with an imprint of that letter or symbol would fly up, hit the ink, and then press that letter or symbol on the paper like a stamp. If you made a mistake, you either had to use whiteout, or start all over by using a blank sheet of paper.

"The final image is of a horse and carriage. The use of horse-drawn carriages was common in the 1800s. In order to travel quickly, you had to harness a horse to the carriage and the animal would then pull the carriage to wherever you needed to go.

"Now that you know how this technology was used, work with your small group to answer the following question on the paper provided: How have each of these three examples of outdated technology changed?"]



Before the ELA Performance Task: Classroom Activity

Discussion:

Then they talk about what they have read with classmates in a structured discussion.

"Now that you know how this technology was used, work with your small group to answer the following question on the paper provided: How have each of these three examples of outdated technology changed?"

[Give the students three minutes to discuss and write down their thoughts.]

[After about three minutes, have students share their ideas with the class. Ask the students to share their responses to the question and record them on the board or chart paper under the initial question. This discussion should last about three minutes.]

Possible class discussion answers (*unscripted*):

- Rotary Phone
 - Replaced with cell phones
 - Phones today do not have a cord/are portable
 - Phones today use touch screen/buttons
 - Phones are battery powered
 - Cell phones connect to Internet
 - Cell phones can use text messaging
 - Phones today are smaller
- Typewriter
 - Replaced with desktop computers/laptops/tablets
 - Electricity or batteries are used
 - There are easier ways to correct errors
 - Modern devices are smaller and portable
- Horse and Carriage
 - Automobiles, planes, trains are used
 - No animal is needed
 - Faster travel time
 - Easier and safer to travel
 - More comfortable



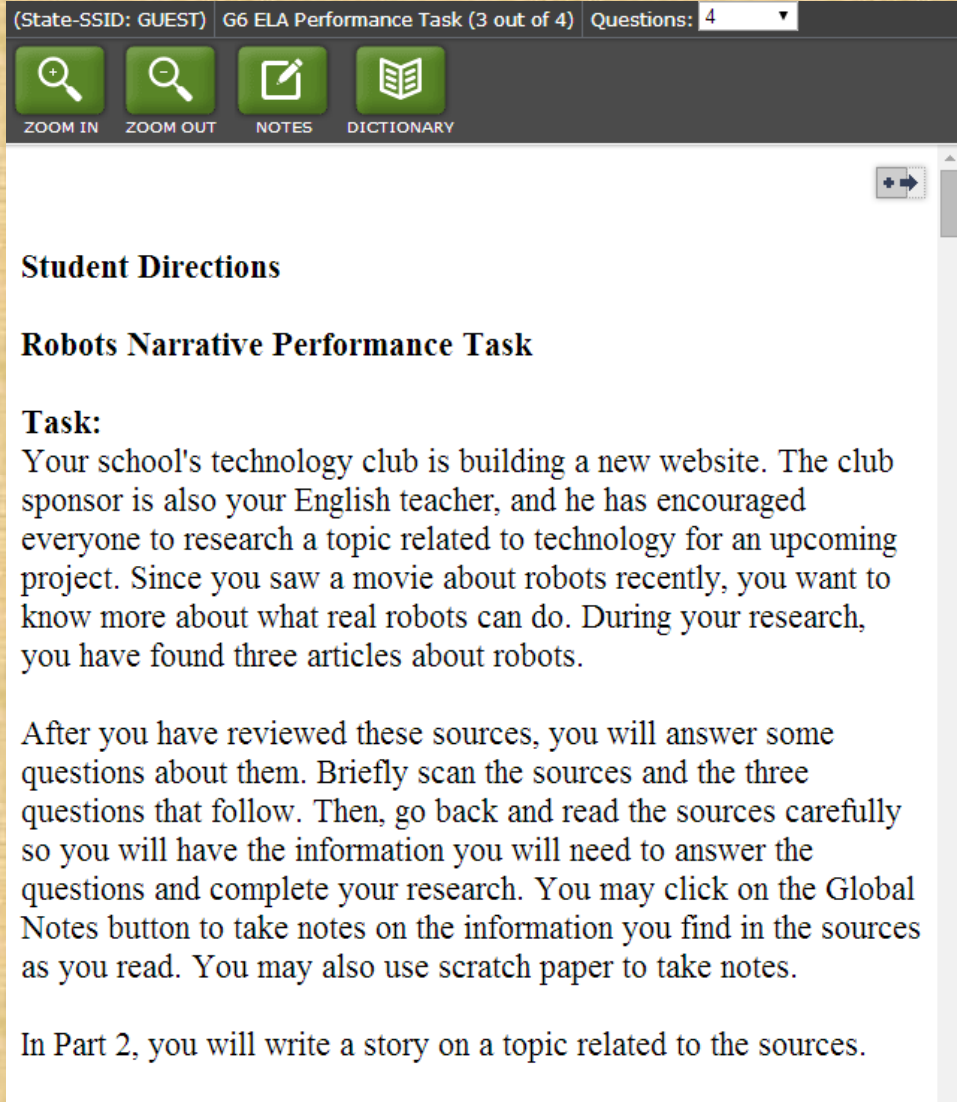
PERFORMANCE TASK

Classroom Activity

Within
3 days

**Individually Administered
Performance Task**

ELA Performance Task — After the Classroom Activity



(State-SSID: GUEST) G6 ELA Performance Task (3 out of 4) Questions: 4

ZOOM IN ZOOM OUT NOTES DICTIONARY

Student Directions

Robots Narrative Performance Task

Task:
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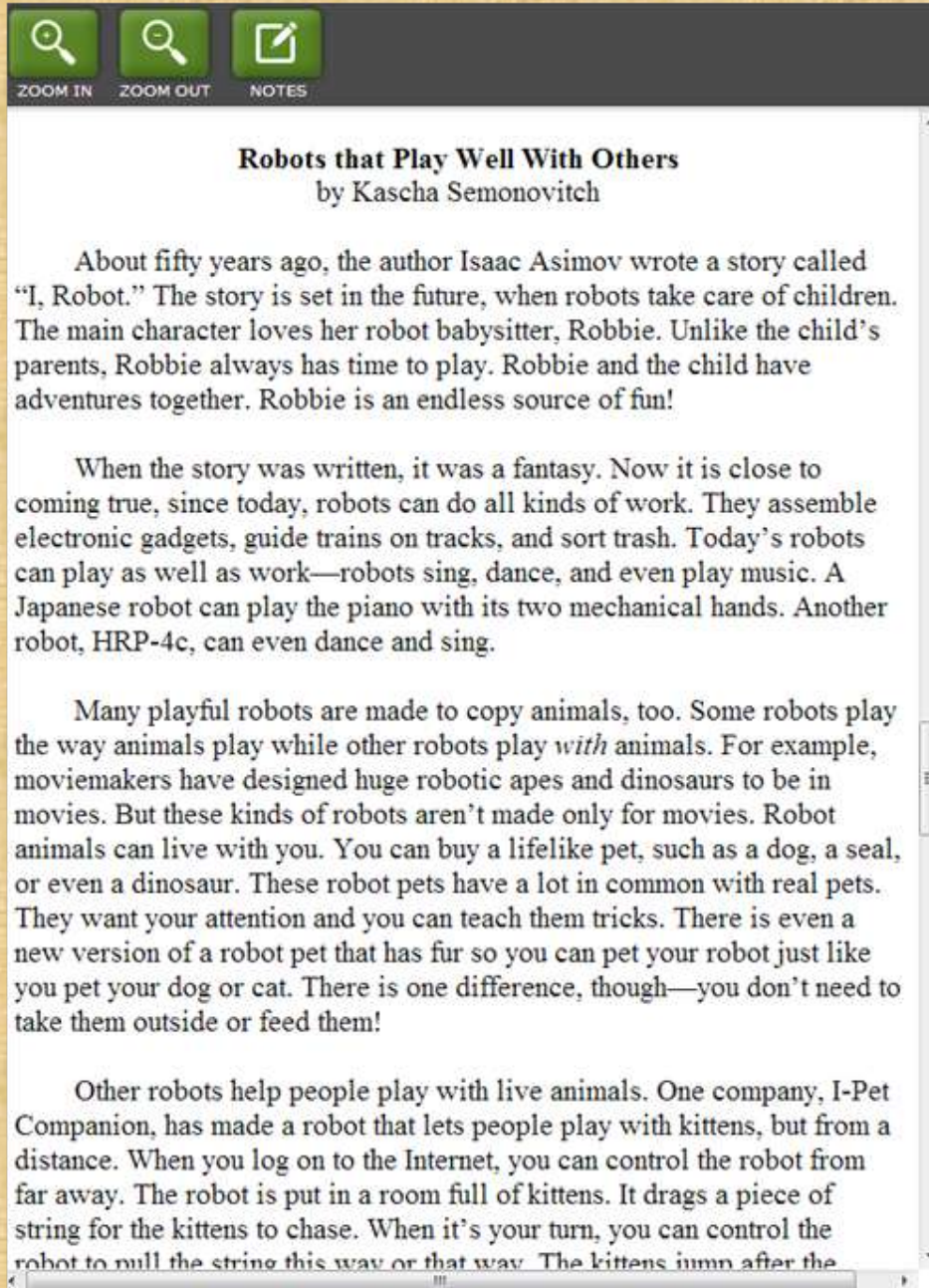
After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research. You may click on the Global Notes button to take notes on the information you find in the sources as you read. You may also use scratch paper to take notes.

In Part 2, you will write a story on a topic related to the sources.

What happens next:

- Students work independently without discussion on different secure tasks.
- There are two parts to the individually administered ELA task:
 - Part 1 — Research
 - Part 2 — Writing
- Administer the two parts in two sessions.

ELA Performance Task — After the Classroom Activity



The screenshot shows a digital reading interface with a dark grey header containing three green icons: a magnifying glass for 'ZOOM IN', a magnifying glass with a minus sign for 'ZOOM OUT', and a pencil for 'NOTES'. Below the header, the text is displayed on a white background. The title 'Robots that Play Well With Others' is centered, followed by the author 'by Kascha Semonovitch'. The text is organized into four paragraphs, each starting with a topic sentence. The first paragraph discusses Isaac Asimov's 'I, Robot' story. The second paragraph compares the fantasy of robots in the past to their current capabilities. The third paragraph describes how robots are designed to mimic animals. The fourth paragraph mentions a company that allows people to interact with robots remotely.

Robots that Play Well With Others
by Kascha Semonovitch

About fifty years ago, the author Isaac Asimov wrote a story called “I, Robot.” The story is set in the future, when robots take care of children. The main character loves her robot babysitter, Robbie. Unlike the child’s parents, Robbie always has time to play. Robbie and the child have adventures together. Robbie is an endless source of fun!

When the story was written, it was a fantasy. Now it is close to coming true, since today, robots can do all kinds of work. They assemble electronic gadgets, guide trains on tracks, and sort trash. Today’s robots can play as well as work—robots sing, dance, and even play music. A Japanese robot can play the piano with its two mechanical hands. Another robot, HRP-4c, can even dance and sing.

Many playful robots are made to copy animals, too. Some robots play the way animals play while other robots play *with* animals. For example, moviemakers have designed huge robotic apes and dinosaurs to be in movies. But these kinds of robots aren’t made only for movies. Robot animals can live with you. You can buy a lifelike pet, such as a dog, a seal, or even a dinosaur. These robot pets have a lot in common with real pets. They want your attention and you can teach them tricks. There is even a new version of a robot pet that has fur so you can pet your robot just like you pet your dog or cat. There is one difference, though—you don’t need to take them outside or feed them!

Other robots help people play with live animals. One company, I-Pet Companion, has made a robot that lets people play with kittens, but from a distance. When you log on to the Internet, you can control the robot from far away. The robot is put in a room full of kittens. It drags a piece of string for the kittens to chase. When it’s your turn, you can control the robot to pull the string *this way or that way*. The kittens jump after the

What happens next:

- In Part 1, students are given a set of two or more sources to be used on both parts of the test.
- Information may be in the form of informational or argumentative articles, research articles, charts, or other sources.

ELA Performance Task — After the Classroom Activity

Robots that Play Well With Others
by Kascha Semonovitch

About fifty years ago, the story of "I, Robot." The story is set in a future where the main character loves his parents, Robbie always has adventures together. Robbie is a robot.

When the story was written, it was coming true, since today, robots are doing electronic gadgets, guide tours, and can play as well as work—in Japan, a Japanese robot can play the piano. The robot, HRP-4c, can even dance.

Meet the Robots
by Lucas Langley

If you think of robots as a thing of the future, think again. Robots do many jobs today. They work in mines and on farms, they help doctors and save lives, and even explore volcanoes. Here are some robots that are hard at work.

Gemini-Scout
Gemini-Scout is a remote-controlled robot that does search-and-rescue work. It is less than two feet tall and can climb up and down stairs and over obstacles. Gemini may be used to search for water, and other things. It can even drag an injured person to safety.

When the Car Is the Driver
by Steve Henn

This week the state of Nevada finalized new rules that will make it possible for robotic self-driving cars to receive their own special driving permits. It's not quite driver's licenses for robots—but it's close.

The other day I went for a spin in a robotic car. This car has an \$80,000 cone-shaped laser mounted on its roof. There are radars on the front, back and sides. Detailed maps help it navigate.

Do people notice it's a self-driving car and gawk?

"We get a lot of thumbs up," says Anthony Levandowski, one of the leaders of Google's self-driving car project. "People drive by and then they wave. I wish they would keep their eyes on the road."

Levandowski is in the passenger seat with a laptop showing him what the car can see. Chris Urmson is behind the wheel. But his hands are in his lap and the steering wheel is gently turning back and forth, tracing the contours of California's busy Highway 85.

"And it can adjust the speed. If there is a particularly tight corner, it will slow down for that," Urmson says. "It adjusts speed to stay out of the danger zone."

Example:

In this example, students access research articles from several sources about the same topic — in this case, what real robots can do.

Notes can be taken on paper or on the computer.

ELA Performance Task Questions

ELA Performance Task Question Examples

The ELA task then requires the student to answer research questions about the sources.

1



Explain what Source #1 and Source #3 say about how robots are able to save lives by paraphrasing the information while avoiding plagiarism.

2



Many robots are designed to do normal tasks that improve people's lives or jobs. Provide **two** pieces of evidence from different sources that support this idea and explain how each example supports the idea. Cite evidence for each piece of information and identify the source title or number.

ELA Performance Task Questions

1



Explain what Source #1 and Source #3 say about how robots are able to save lives by paraphrasing the information while avoiding plagiarism.

Example Question 1

1) The student is asked to explain appropriate evidence from a variety of sources.

2



Many robots are designed to do normal tasks that improve people's lives or jobs. Provide **two** pieces of evidence from different sources that support this idea and explain how each example supports the idea. Cite evidence for each piece of information and identify the source title or number.

ELA Performance Task Questions

1



Explain what Source #1 and Source #3 say about how robots are able to save lives by paraphrasing the information while avoiding plagiarism.

2



Many robots are designed to do normal tasks that improve people's lives or jobs. Provide **two** pieces of evidence from different sources that support this idea and explain how each example supports the idea. Cite evidence for each piece of information and identify the source title or number.

Example Question 2

2) The student is asked to explain evidence that supports the given statement.



Student Directions

Robots Narrative Performance Task

Task:

Your school's technology club is building a new website. The club sponsor is also your English teacher, and he has encouraged everyone to research a topic related to technology for an upcoming project. Since you saw a movie about robots recently, you want to know more about what real robots can do. During your research, you have found three articles about robots.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research. You may click on the Global Notes button to take notes on the information you find in the sources as you read. You may also use scratch paper to take notes.

In Part 2, you will write a story on a topic related to the sources.

Directions for Beginning:

You will now examine several sources. You can re-examine any of the sources as often as you like.

Research Questions:

After examining the research sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read and viewed, which should help

Student Directions

Robots Narrative Performance Task

Part 2:

You will now review your notes and sources, and plan, draft, revise, and edit your story. You will use your notes and refer to the sources. Now read your assignment and the information about how you will complete your work.

Your Assignment:

Your technology club is ready to launch its website. Your English teacher has assigned you to complete a class project. For your part in the project, you are assigned to write a story that is several paragraphs long. You will get a robot of your own.

In your story, you have just received your new robot. You are excited to use it. You press the button to turn on the robot. Write a story about what happens next. When writing your story, use the information and details from the sources to improve your story. Make sure you develop your character(s) with details, dialogue, and description where appropriate.

Narrative Story Scoring:

Your story will be scored using the following:

- 1. Organization/purpose:** How effective was your plot, and did you maintain the flow of events from beginning to end? How well did you establish and develop a setting, narrative, characters, and transitions? How effective was your opening and closing for your audience?
- 2. Development/elaboration:** How well did you develop your story? How much detail did you use?
- 3. Conventions:** How well did you follow the rules of grammar and punctuation?

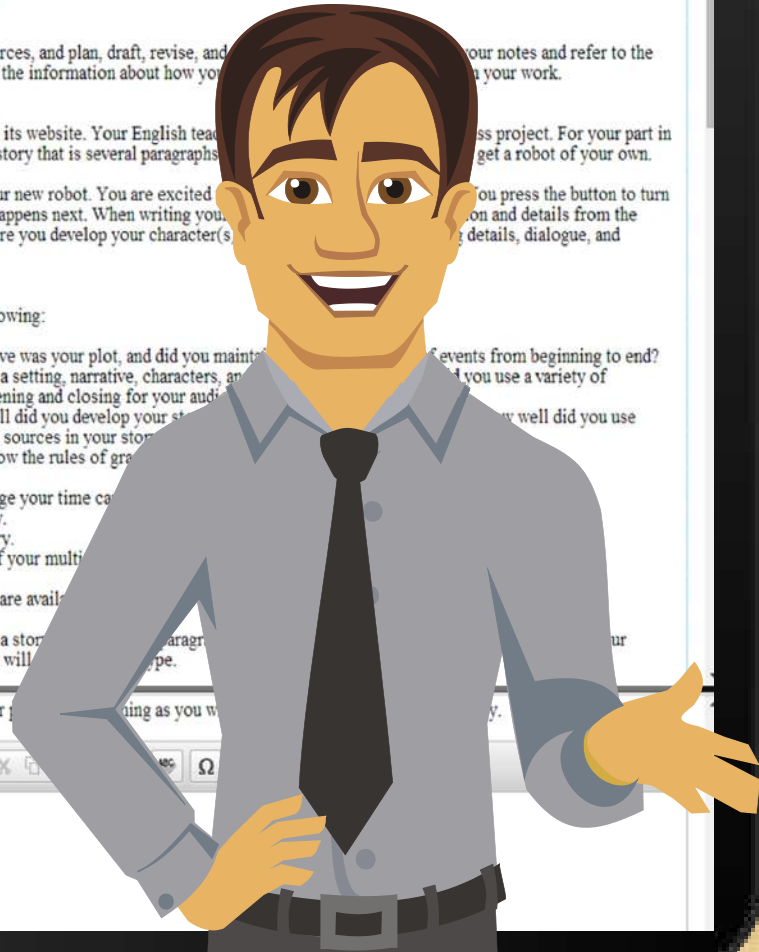
Now begin work on your story. Manage your time carefully.

- plan your multi-paragraph story.
- write your multi-paragraph story.
- revise and edit the final draft of your multi-paragraph story.

Word-processing tools and spell check are available.

For Part 2, you are being asked to write a story in several paragraphs. Your response in the space provided. The box will expand as you type.

Remember to check your notes and your sources as you are writing your story.



Student Directions

Robots Narrative Performance Task

Part 2:

You will now review your notes and sources, and plan, draft, revise, and edit your writing. You may use your notes and refer to the sources. Now read your assignment and the information about how your writing will be scored; then begin your work.

Your Assignment:

Your technology club is ready to launch its website. Your English teacher is making the website into a class project. For your part in the project, you are assigned to write a story that is several paragraphs long about what happens when you get a robot of your own.

In your story, you have just received your new robot. You are excited to turn it on and see how it works. You press the button to turn on the robot. Write a story about what happens next. When writing your story, find ways to use information and details from the sources to improve your story. Make sure you develop your character(s), the setting, and the plot, using details, dialogue, and description where appropriate.

Narrative Story Scoring:

Your story will be scored using the following:

- 1. Organization/purpose:** How effective was your story? How well did you establish and develop a setting, narrative transitions? How effective was your opening and closing?
- 2. Development/elaboration:** How well did you develop relevant details or information from the sources in your story?
- 3. Conventions:** How well did you follow the rules of writing?

Now begin work on your story. Manage your time

- plan your multi-paragraph story.
- write your multi-paragraph story.
- revise and edit the final draft of your multi-paragraph story.

Word-processing tools and spell check are available to you.

For Part 2, you are being asked to write a story that is several paragraphs long, so please be as thorough as possible. Type your response in the space provided. The box will expand as you type.



When writing your story, find ways to use information and details from the sources to improve it.



Student Directions

Robots Narrative Performance Task

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Your school's technology club is building a new website. The club sponsor is also your English teacher, and he has encouraged everyone to research a topic related to technology for an upcoming project. Since you saw a movie about robots recently, you want to know more about what real robots can do. During your research, you have found three articles about robots.

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Directions for Beginning:

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Research Questions:

After examining the research sources, use the rest of the time in part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read and viewed, which should help

4

Student Directions

Robots Narrative Performance Task

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Narrative Story Scoring:

Your story will be scored using the following:

- 1. Organization/purpose:** How effective was your plot, and did you maintain a logical sequence of events from beginning to end? How well did you establish and develop a setting, narrative, characters, and point of view? How well did you use a variety of transitions? How effective was your opening and closing for your audience and purpose?
- 2. Development/elaboration:** How well did you develop your story using description, details, dialogue? How well did you use relevant details or information from the sources in your story?
- 3. Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

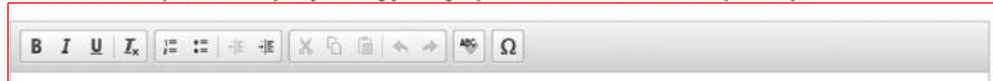
Now begin work on your story. Manage your time carefully so that you can

- plan your multi-paragraph story.
- write your multi-paragraph story.
- revise and edit the final draft of your multi-paragraph story.

Word-processing tools and spell check are available to you.

For Part 2, you are being asked to write a story that is several paragraphs long, so please be as thorough as possible. Type your response in the space provided. The box will expand as you type.

Remember to check your notes and your prewriting/planning as you write and then revise and edit your story.



**Mathematics
Performance Task
Examples**

Before the Math Performance Task: Classroom Activity

Mathematics Classroom Activity Food Baskets

Mathematics Performance Task Example

Food Baskets Performance Task Classroom Interaction

Resources needed:

- chalkboard or some manner for recording and displaying student responses

Setting the Context

Facilitator says: "Today we are going to complete a task about planning and designing food baskets to help people who have been affected by an earthquake."

Facilitator says: "When a natural disaster such as an earthquake strikes, people in the area may not have access to food and water. There are many organizations that assist in getting food to people who were affected by the natural disaster. These organizations give each person a 'food basket' that includes all of the food a person needs for one day. These food baskets provide nourishment to the residents until they are able to once again take care of themselves. You may not realize it, but there is a lot of planning involved to ensure that the right kinds of food are included in food baskets."

Facilitator asks: "What kinds of food do you think should go into a food basket to help people who have been affected by a disaster?" [Facilitator can write responses on the chalk board.]

Facilitator says: "There are guidelines that suggest the number of Calories and the types of food we should eat everyday. These guidelines also apply to these food baskets."

Facilitator asks: "Food baskets should provide at least 2,100 Calories to every person each day. Can anyone explain what a Calorie is?" [Wait for responses.]

Facilitator confirms: "A Calorie is a unit of measure for the energy we get from our food. If we do not eat enough Calories each day or if we eat too many Calories, we are not getting proper nutrition."

Mathematics Performance Task

Facilitator Directs Students:

In the Classroom Activity for this performance task, the teacher or facilitator leads the students through an activity that familiarizes them with the context in which a food basket would be used and how individual foods are selected for inclusion based on certain nutritional requirements or needs.

Food Baskets Performance Task Classroom Interaction

Resources needed:

- chalkboard or some manner for recording and displaying student responses

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Facilitator asks: "Food baskets should provide at least 2,100 Calories to every person each day. Can anyone explain what a Calorie is?" [Wait for responses.]

Facilitator confirms: "A Calorie is a unit of measure for the energy we get from our food. If we do not eat enough Calories each day or if we eat too many Calories, we are not getting proper nutrition."

Mathematics Performance Task — After the Classroom Activity

GUEST, GUEST (State-SSID: GUEST -241258) G7 Math Performance Task (0 out of 5)

ZOOM IN ZOOM OUT CALCULATOR

FOOD BASKET

1

You are a volunteer at International Food Assistance. This organization delivers "food baskets" to help people around the world. The requirements for each food basket are shown below.

Here are the requirements for each food basket:

- Contains grains such as rice, wheat or oatmeal
- Contains legumes such as kidney beans, nuts, or lentils
- Contains exactly 35 grams (g) of oil for cooking
- Contains exactly 50 grams (g) of Super Cereal
- Has a minimum of 2100 total calories
- At least 8% of the total calories come from protein
- At least 10% of the total calories come from fat
- The cost of each basket cannot exceed \$0.75

Here are the contents and quantities of a **Sample Food Basket**:

| Food | Quantity | Calories | Protein (1 g = 4 calories) | Fat (1 g = calorie) |
|--------------|----------|----------|-------------------------------|------------------------|
| Rice | 800 g | 920 | 9 g | 2 g |
| Lentils | 240 g | 812 | 34 g | 2 g |
| Oil | 35 g | 315 | 0 g | 35 g |
| Super Cereal | 50 g | 200 | 10 g | 5 g |

This assessment has four questions about planning food baskets. You will examine factors such as nutrition and food prices. The final question requires you to design a food basket using the interactive simulation table. Read and answer each question.

Nutritional Value and Cost of Wheat and Oatmeal

Grain Oatmeal

What happens next:

After completing the Classroom Activity, students are then ready to begin the individual component of the performance task.

Mathematics Performance Task — After the Classroom Activity

More information is given:

The individually administered component of the mathematics performance task has a stimulus that provides information for the student to use in the task.

GUEST, GUEST (State-SSID: GUEST -241258) G7 Math Performance Task (0 out of 5)

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Grain Oatmeal

Math Performance Task Questions

Questions: 1-5

SAVE PAUSE BACK NEXT

2

Create an expression to calculate the number of calories from fat in the **Sample Food Basket**.

3

Create an expression to calculate the percent of total calories from protein in the **Sample Food Basket**.

The student has the opportunity to use the tools to help complete the task.

The image shows a digital interface for a math performance task. At the top, there is a dark header with a dropdown menu showing 'Questions: 1-5' and four control buttons: 'SAVE' (a floppy disk icon), 'PAUSE' (two vertical bars), 'BACK' (a left-pointing arrow), and 'NEXT' (a right-pointing arrow). Below the header, the interface is divided into two question sections. The first section, labeled '2', asks the student to 'Create an expression to calculate the number of calories from fat in the Sample Food Basket.' Below the question is a large empty text input field. Underneath the input field is a calculator tool with a toolbar containing navigation buttons (left, right, undo, redo, clear) and a grid of mathematical symbols and numbers (1-9, 0, ., -, +, -, ×, ÷, fraction, square root, cube root, power). The second section, labeled '3', asks the student to 'Create an expression to calculate the percent of total calories from protein in the Sample Food Basket.' It also features a large empty text input field and a similar calculator tool. A light blue speech bubble points to the calculator tool in the first question section, containing the text 'The student has the opportunity to use the tools to help complete the task.'

Mathematics Performance Task Questions

Questions: 1-5

SAVE PAUSE BACK NEXT

2

Create an expression to calculate the number of calories from fat in the **Sample Food Basket**.




3

Create an expression to calculate the percent of total calories from protein in the **Sample Food Basket**.

The set of questions in the mathematics performance task is designed to give students a coherent picture of how mathematics is used to plan and make decisions in the real world.








Administration, Timing, and Sequencing

ADMINISTRATION SEQUENCE

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|-------|---|--|---|-------|
| |  |  |  | |



ADMINISTRATION SEQUENCE

| Day 1 | Day 2 | Day 3 | Day 4 |
|---|--|--|---|
| ELA  | ELA Classroom Activity  | ELA Part 1  | ELA Part 2  |
| Day 7 | Day 8 | Day 9 | |
| Math  | Math Classroom Activity  | Math  | |

Administer the performance task within three days of the Classroom Activity.

- ELA PT—2 sessions
- Math PT—1 session





PERFORMANCE TASKS

Performance Task



Classroom Activity

Continue and complete, but report as an irregularity.

ADMINISTRATION SEQUENCE AND TIMING

Outlines the number and duration of:

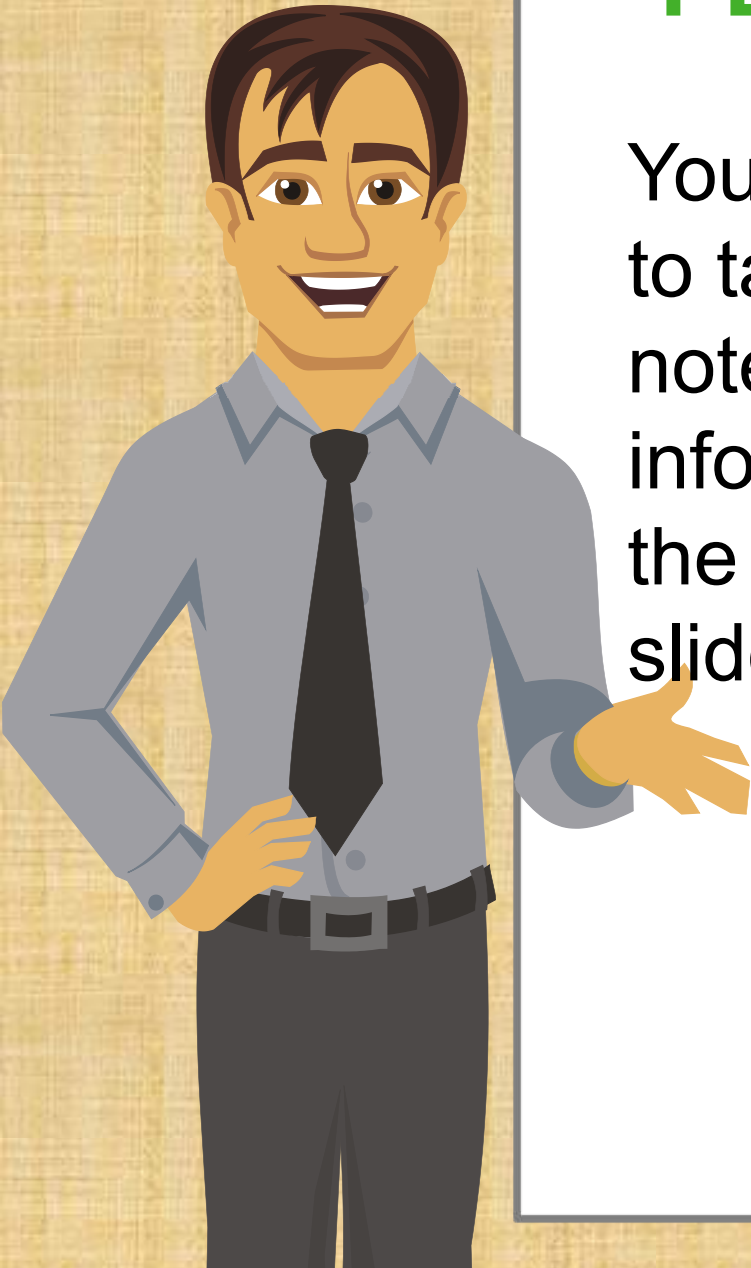
- Sessions
- Breaks
- Total assessment

| Content Area | Grades | Computer Adaptive Test (CAT) items hrs : mins | Performance Task (PT) hrs : mins | Total hrs : mins | Classroom Activity (administered prior to the PT)* hrs : mins | Total hrs : mins |
|--------------------------------|--------|--|-------------------------------------|---------------------|---|---------------------|
| English Language Arts/Literacy | 3-5 | 1:30 | 2:00 | 3:30 | :30 | 4:00 |
| | 6-8 | 1:30 | 2:00 | 3:30 | :30 | 4:00 |
| | HS | 2:00 | 2:00 | 4:00 | :30 | 4:30 |
| Mathematics | 3-5 | 1:30 | 1:00 | 2:30 | :30 | 3:00 |
| | 6-8 | 2:00 | 1:00 | 3:00 | :30 | 3:30 |
| | HS | 2:00 | 1:30 | 3:30 | :30 | 4:00 |
| Both | 3-5 | 3:00 | 3:00 | 6:00 | 1:00 | 7:00 |
| | 6-8 | 3:30 | 3:00 | 6:30 | 1:00 | 7:30 |
| | HS | 4:00 | 3:30 | 7:30 | 1:00 | 8:30 |

**Don't forget these
details.**

PERFORMANCE TASK

You might want to take a few notes on the information in the next few slides.



PERFORMANCE TASK



**Ten-day
expiration**



PERFORMANCE TASK — Pausing

- There are no pause rules for the performance task.

Students can take breaks during the administration of the performance task but will be automatically logged out after twenty minutes in a paused state or thirty minutes of inactivity.

- For mathematics, students can access the same items after a break.
- For ELA, students have access to the items within either Part 1 or Part 2.



PERFORMANCE TASK Tools

Global Notes — ELA

- Used only for the **ELA PT** (not math);
- Global notes is an embedded universal tool;
- Notes are retained from Part 1 to Part 2
 - A student taking Part 2 of the ELA PT may refer back to the notes even though the student is not able to go back to the research questions in Part 1; and
- Preferred mode for note taking.



PERFORMANCE TASK Tools

Scratch Paper — ELA

- Students may choose to use scratch paper to make notes in ELA.
- Collect scratch paper at completion of Part 1 of the ELA performance task and store securely until Part 2.
- After administration, all scratch paper must be securely destroyed in adherence to test security procedures.



PERFORMANCE TASK

Tools — Scratch Paper and Graph Paper — MATH

- Scratch paper must be available to all students taking the math assessment. Graph paper is required in 6th grade and above.

If the mathematics performance task is administered over more than one test session, Test Administrators must retain scratch paper and graph paper between test sessions.

- Scratch paper and graph paper may not be retained between test sessions for the CAT portion.
- Following the conclusion of the mathematics PT, scratch paper and graph paper must be collected and securely destroyed to maintain test security.

PERFORMANCE TASK

Mathematics — Calculator

- A calculator is required for students in 6th grade and above.
- Calculator is an embedded universal tool within the test delivery system.

