Designing Authentic Performance Tasks and Rubrics

What are the features of performance tasks?

Example:

You Are What You Eat

Since our class has been studying nutrition, the first grade teachers have asked us to help their students learn about healthful eating. Your job is to create a picture book to use in explaining what a ‘balanced diet’ is. Include pictures to show health problems that result from poor eating habits.

Example:

State Tour

The State Department of Tourism has asked your help in planning a four-day tour of (your state) for a group of foreign visitors. Plan the tour to help the visitors understand the state’s history, geography and its key economic assets.

You should prepare a written itinerary, including an explanation of why each site was included on the tour.

Example:

Day Care Center

You have been hired by a day care agency to fence in an area to be used for a play area. You have been provided with 60 feet of fencing (in 4’ sections) and a 4’ gate. How can you put up the fence so the children will have the maximum amount of space in which to play?

Submit your plan for the playground area. Include a diagram, your calculations, and a summary of why this is the best design.

Workshop Topics

- Task Characteristics
- Designing Performance Tasks
  - Alignment check
  - Facets of Understanding
  - D.O.K.
  - Task Frames and GRASPS
  - Task Variables
- Designing Rubrics
- Web-based Resources

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example: What’s Wrong with Holden?

You are a member of Holden Caufield’s case-review committee at the hospital from which Holden is telling his story. Your task is to write:
1) a diagnostic report for the hospital OR
2) a letter to Holden’s parents explaining what’s wrong with him.

Cite Holden’s own words and actions from the text to support your analysis.

Example: Science Investigation

The Pooper Scooper Kitty Litter Company claims that their litter is 40% more absorbent than other brands.

You are a Consumer Advocates researcher who has been asked to evaluate their claim. Develop a plan for conducting the investigation. Your plan should be specific enough so that the lab investigators could follow it to evaluate the claim.

example: Mail-Order Friend

Imagine that you could order a friend from a mail-order friends catalog. Before ordering, think about the qualities that you value in a true friend. Then, make sure that you speak clearly so that the salesperson will know exactly what type of person to send you.

Designing Performance Tasks

• Focus on FEEDBACK not scores

Performance Task Review Criteria

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The task aligns with expected standards/curriculum in one or more content areas.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. The task requires extended thinking and application, not simply recall or rote memorization.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. The task is embedded in a meaningful context, i.e., includes a scenario, a role, or a problem.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. The task requires explanation and support, not just an answer.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. The task requires criterion-determined evidence.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6. The task can be applied to a variety of contexts or is open-ended. (Avoid tasks that are too simple or too restricted.)</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7. The task directions are clear.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8. The task is feasible to implement in classrooms.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9. The task includes collaborative, peer-assessment, and/or authentic assessment, feedback, or self-assessment.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Use for:
• self-assessment
• peer review
• expert review

3 Stages of Backward Design

1. Identify desired results.

2. Determine acceptable evidence.

3. Plan learning experiences & instruction.
Alignment Check

Cover Your Unit Goals
What do the unit assessments suggest the goals must be?

Think like a juror!

Students should be presumed innocent of understanding until convicted by evidence!

What is Understanding?

- How do you define it?
- What are indicators of understanding?
- What are indicators that someone might “know” something without really understanding it?

T-Chart Process

<table>
<thead>
<tr>
<th>Someone who really understands</th>
<th>Someone who knows a lot but doesn't understand</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How many buses does the army need to transport 1,128 soldiers if each bus holds 36 soldiers?

**Depth of Knowledge (DOK)**

**Level 1** involves the recall of basic information or performance of a simple skill or procedure. Level 1 only requires students to demonstrate a rote response, use a well-known formula, follow a set procedure, or perform a clearly defined series of steps. Reading at Level 1 requires only a shallow understanding of text and often verbatim recall.

**Level 2** includes the engagement of some mental processing beyond recalling. The learner must make some decisions as to how to approach the question or task. The response usually involves more than one step. Reading at Level 2 requires basic comprehension and some processing of text.
Level 3 requires planning, strategic thinking, reasoning, and using evidence. The cognitive demands at Level 3 are complex and abstract. The complexity does not result only from the fact that there could be multiple answers, but because the multi-step task requires explanation or justification. Reading at Level 3 requires synthesis and critical analysis.

Depth of Knowledge (DOK)

Level 4: The tasks at this level are complex and will likely extend over time. They call for sophisticated thinking and deeper levels of understanding. Some degree of originality or creativity may be required to solve a complex problem. Writing at this level demonstrates a distinct voice that presents fresh perspectives on the theme or topic.

Transfer Goal – Writing

Students will be able to independently use their learning to:

- Effectively write in various genres for various audiences and purposes (inform, explain, entertain, persuade, guide, or challenge/change things).

Example:

How To Perform a Task

Since you are an accomplished ________, you have been asked to develop a step-by-step guide to help other kids learn how to do it.

Your directions should include words and pictures to help others learn how to _________ like you.

Example:

What’s Your Position?

After reading _________ (literature or informational texts), write _________ (essay or substitute) that compares _________ (content) and argues _________ (content). Be sure to support your position with evidence from the texts.
Should drones be regulated? After researching possible commercial uses of drones and examining various opinions on the issue, develop your own position and develop a (policy brief, editorial, blog) that argues for your position. Support your position with evidence from your research, while acknowledging competing views.

What makes something funny? After reading selections from Mark Twain and Dave Barry, write a review that compares their humor and argues which type of humor works for a contemporary audience and why. Be sure to support your position with evidence from the texts.

Designing Authentic Tasks

<table>
<thead>
<tr>
<th>Inauthentic</th>
<th>Authentic</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗ Fill in the blank.</td>
<td>✓ Write purposefully.</td>
</tr>
<tr>
<td>✗ Select an answer from a set of given choices.</td>
<td>✓ Conduct scientific investigation.</td>
</tr>
<tr>
<td>✗ Answer questions at end of chapter.</td>
<td>✓ Debate issues.</td>
</tr>
<tr>
<td>✗ Solve contrived problems.</td>
<td>✓ Conduct primary research.</td>
</tr>
</tbody>
</table>

Example:

**State Tour**

The state department of tourism has asked for your help in planning a five-day tour of Texas for a group of foreign visitors. Plan the tour to help the visitors understand the state's history, geography, and key economic assets. You should prepare a map showing the itinerary. Include an explanation of why each site was included on the tour.

Example:

**Personal Trainer**

As a fitness trainer, your task is to design a personalized plan to help a client meet his fitness goal. (Client goals and characteristics are provided.) Your fitness plan should include aerobic, anaerobic, and flexibility exercises, along with a proposed nutrition regimen.
### Designing Task Scenarios

- **G** What is the goal in the scenario?
- **R** What is your role?
- **A** Who is the audience?
- **S** What is your situation (context)?
- **P** What products/performances will you prepare?
- **S** By what standards (criteria) will your work be judged?

### Possible Roles and Audiences

- actor
- artist
- author
- boss
- businessperson
- candidate
- carpenter
- cartoonist
- caterer
- dancer
- designer
- detective
- editor
- elected official
- filmmaker
- govt. official
- historian
- historical figure
- interviewer
- inventor
- judge
- literary critic
- museum curator
- newscaster
- novelist
- nutritionist
- playwright
- polisher
- radio listener
- reader
- reporter
- researcher
- scientist
- statistician
- storyteller
- student
- taxi driver
- teacher
- tour guide
- travel agent
- tutor
- web designer

### Possible Products & Performances

- **WRITTEN**
  - advertisement
  - biography
  - book review
  - brochure
  - editorial
  - historical fiction
  - lab report
  - letter
  - magazine article
  - memo
  - proposal
  - screen play
  - Tweet

- **ORAL**
  - audiotape
  - conversation
  - debate dramatization
  - interview
  - radio script
  - oral presentation
  - poetry reading
  - podcast
  - skit
  - speech
  - song
  - teach a lesson

- **VISUAL**
  - banner
  - cartoon
  - data display
  - display
  - drawing
  - game
  - graph
  - movie
  - model
  - Power Point
  - photograph
  - poster
  - web site

### Two Dimensions of Authenticity

- **Real-World Application**
- **Students’ Interests and Experiences**

### Variables in Task Design

- The following variables could be considered when designing learning and performance tasks. The shared tasks, teams and roles of other students provide task variety, stimulate awareness, enhance collaboration, and generate engagement.

- **Student Choice**
  - To what extent will students have choices regarding the following?
    - task topic
    - task activities
    - process for completing task
    - product(s)/performance(s)
    - audience(s)

- **Access to Resources**
  - Will all resources needed (information, supplies, equipment) be provided? To what extent will students be expected to gather information, provide their own materials/equipment, etc.
    - all necessary information/resources provided
    - other: ________________

- **Performance Mode**
  - How will students work?
    - individually
    - pair/group (optional)
    - pair/group (required)

- **Audience(s) for Student Product(s)/Performance(s)**
  - To whom will students present their products and performances?
    - teacher
    - other school staff
    - expert judge(s)
    - external scorer
    - student (self evaluation)
    - peers
    - other: ________________

- **Time Frame**
  - How long will students be involved in this task? Include time for presentations and evaluations.
    - 1 – 2 class periods
    - 3 – 5 periods
    - other: ________________

- **Degree of Scaffolding**
  - To what degree will students be provided with instructional support (scaffolding) or help with task completion.
    - no support
    - some support, as needed
    - extensive support
    - other: ________________

- **Evaluation of Student Product(s)/Performance(s)**
  - Who will be involved in evaluating student products and performances?
    - teacher
    - other: ________________
    - expert judge(s)
    - other: ________________
Designing Performance Tasks and Rubrics

Three-Minute Pause

Meet in groups of 3–5 to ...
✓ Summarize key points.
✓ Add your own thoughts.
✓ Pose clarifying questions.

Operational Definition

Rubric: an evaluation tool containing a set of criteria and a performance scale used to discriminate among different degrees of quality, proficiency or understanding.

Scoring Rubric

An evaluation tool consisting of:
✦ evaluative criteria
✦ a fixed scale (e.g. 4-points)
✦ a description of the characteristics for each score point

Did you know...?

The term, rubric, originated from the Latin, rubrica, meaning “red clay.”
The red clay was used to mark items of significance.

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Performance List for Graphic Display of Data

(secondary level)

Key Criteria

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Self</th>
<th>Other</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The graph contains a title that tells what the data shows.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. All parts of the graph (units of measurement, rows, etc.) are correctly labeled.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. All data is accurately represented on the graph.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The graph is neat and easy to read.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Holistic Rubric for Graphic Display of Data

3 All data is accurately represented on the graph. All parts of the graph (units of measurement, rows, etc.) are correctly labeled. The graph contains a title that tells what the data shows. The graph is very neat and easy to read.

2 All data is accurately represented on the graph or the graph contains minor errors. All parts of the graph are correctly labeled OR the graph contains minor inaccuracies. The graph contains a title that tells what the data shows. The graph is generally neat and readable.

1 The data is inaccurately represented, contains major errors, OR is missing. Only some parts of the graph are correctly labeled OR labels are missing. The title does not reflect what the data shows OR the title is missing. The graph is sloppy and difficult to read.

Analytic Rubric for Graphic Display of Data

Name: __________________ Date: __________

<table>
<thead>
<tr>
<th>Sign</th>
<th>0 Points</th>
<th>1 Point</th>
<th>2 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity (Muscle Tone)</td>
<td>Absent</td>
<td>Arms and Legs Flexed</td>
<td>Active</td>
</tr>
<tr>
<td>Pulse</td>
<td>Absent</td>
<td>&lt; 100 bpm</td>
<td>&gt; 100 bpm</td>
</tr>
<tr>
<td>Grimace (Reflex Irritability)</td>
<td>No Response</td>
<td>Grimace</td>
<td>Sneeze, pulls away</td>
</tr>
<tr>
<td>Appearance (Skin Color)</td>
<td>Blue-gray, pale all over</td>
<td>Normal, except for extremities</td>
<td>Normal entire body</td>
</tr>
<tr>
<td>Respiration</td>
<td>Absent</td>
<td>Slow, irregular</td>
<td>Good</td>
</tr>
</tbody>
</table>

APGAR – The “first” analytic scoring rubric

Designing Rubrics

T-Chart Process

Excellent/Expert

- 
- 
- 
- 

Poor/Novice

- 
- 
- 
- 

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Designing Performance Tasks and Rubrics

### Descriptive Terms for Differences in Degree

<table>
<thead>
<tr>
<th>Knowledge or Understanding</th>
<th>Proficiency</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 - thorough/complete</td>
<td>highly skilled</td>
<td>excellent quality</td>
</tr>
<tr>
<td>3 - substantial</td>
<td>generally skilled</td>
<td>good quality</td>
</tr>
<tr>
<td>2 - partially/complete</td>
<td>minimally skilled</td>
<td>fair quality</td>
</tr>
<tr>
<td>1 - misunderstanding</td>
<td>unskilled</td>
<td>poor quality</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effectiveness</th>
<th>Frequency</th>
<th>Autonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 - highly effective</td>
<td>always, consistently</td>
<td>completely independent</td>
</tr>
<tr>
<td>3 - generally effective</td>
<td>mostly, generally</td>
<td>mostly independent; needs a little help</td>
</tr>
<tr>
<td>2 - only somewhat or partially effective</td>
<td>occasionally, intermittently</td>
<td>requires considerable assistance</td>
</tr>
<tr>
<td>1 - ineffective</td>
<td>never, rarely</td>
<td>completely dependent</td>
</tr>
</tbody>
</table>

### Implications for Rubrics

- Evaluative criteria are derived from Stage 1

### Four Types of Criteria

- **content**
  - key WW2 battle depicted
  - accurate information
  - neat and colorful
  - correct spelling

- **quality**
  - accurate topography
  - drawn to scale
  - neat and colorful
  - correct spelling

- **process**
  - neatness and spelling count!

- **result**

### Museum Display

You are opening a new museum on World War II designed to inform and engage visitors. Your task is to select a decisive battle, research the battle, and construct a diorama of the battle. Attach an index card to your diorama containing the date of the battle, the names of the opposing commanders, the number of casualties on each side, and the victor. Finally, create a topographical map to show an aerial view of the battlefield. Remember: Your map must be drawn to scale. Neatness and spelling count!