Performance Task Overview

Smarter Balanced
Assessment Consortium

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?

Smarter Balanced
Assessment Consortium

Smarter Balanced Assessment Consortium:

Online, Summative, Test Administration Manual

Test of English Language Arts/Literacy and Mathematics

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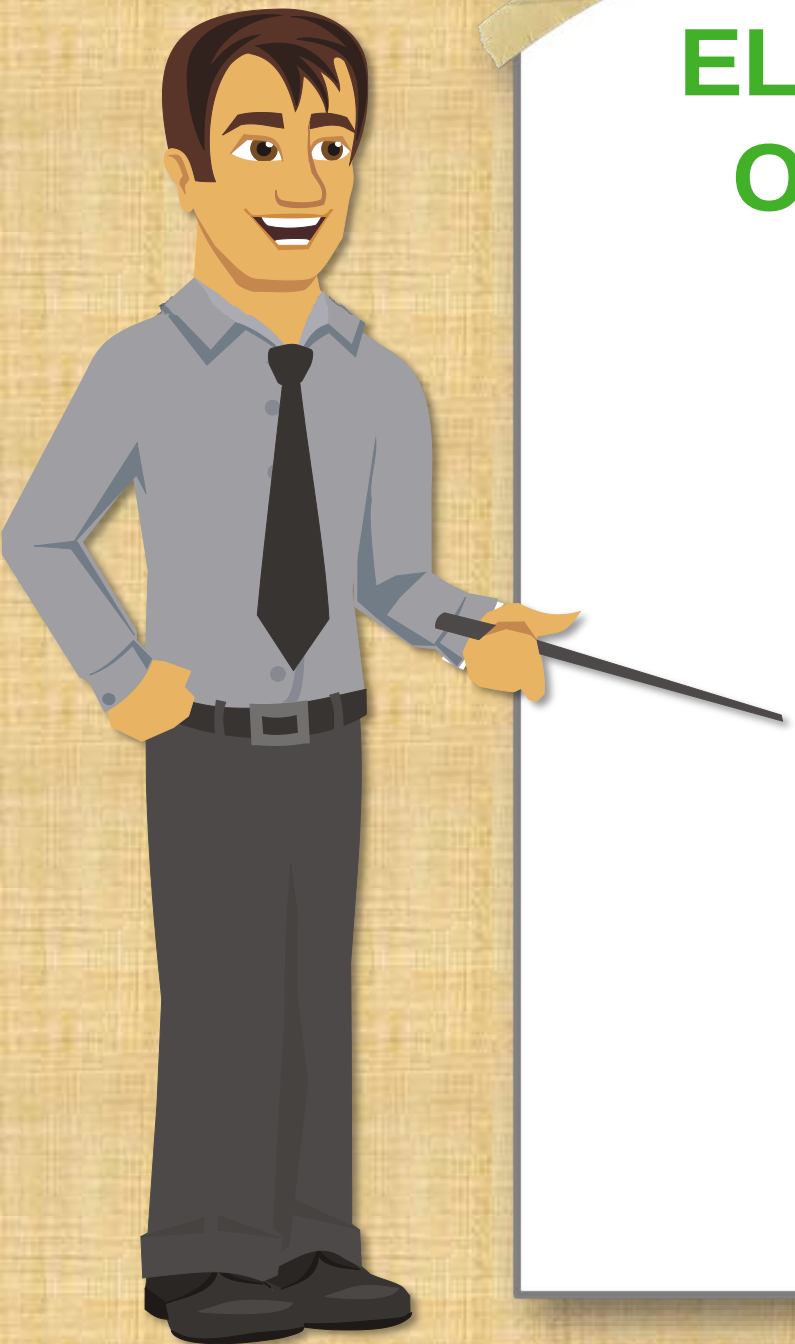
What Is a Performance Task?

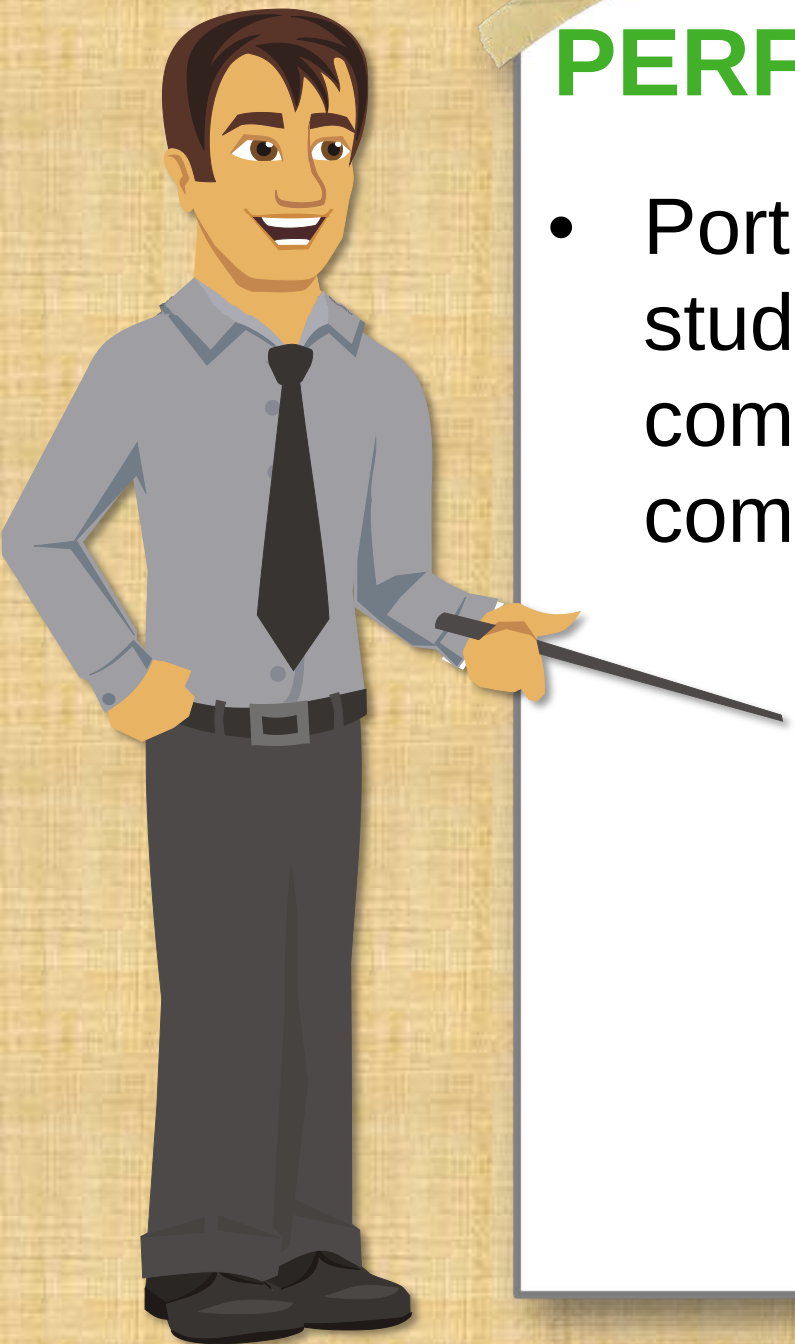


ELA and Mathematics Online Assessment

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
- Allows students to respond in ways that are different from how they might respond to or access paper-and-pencil tests

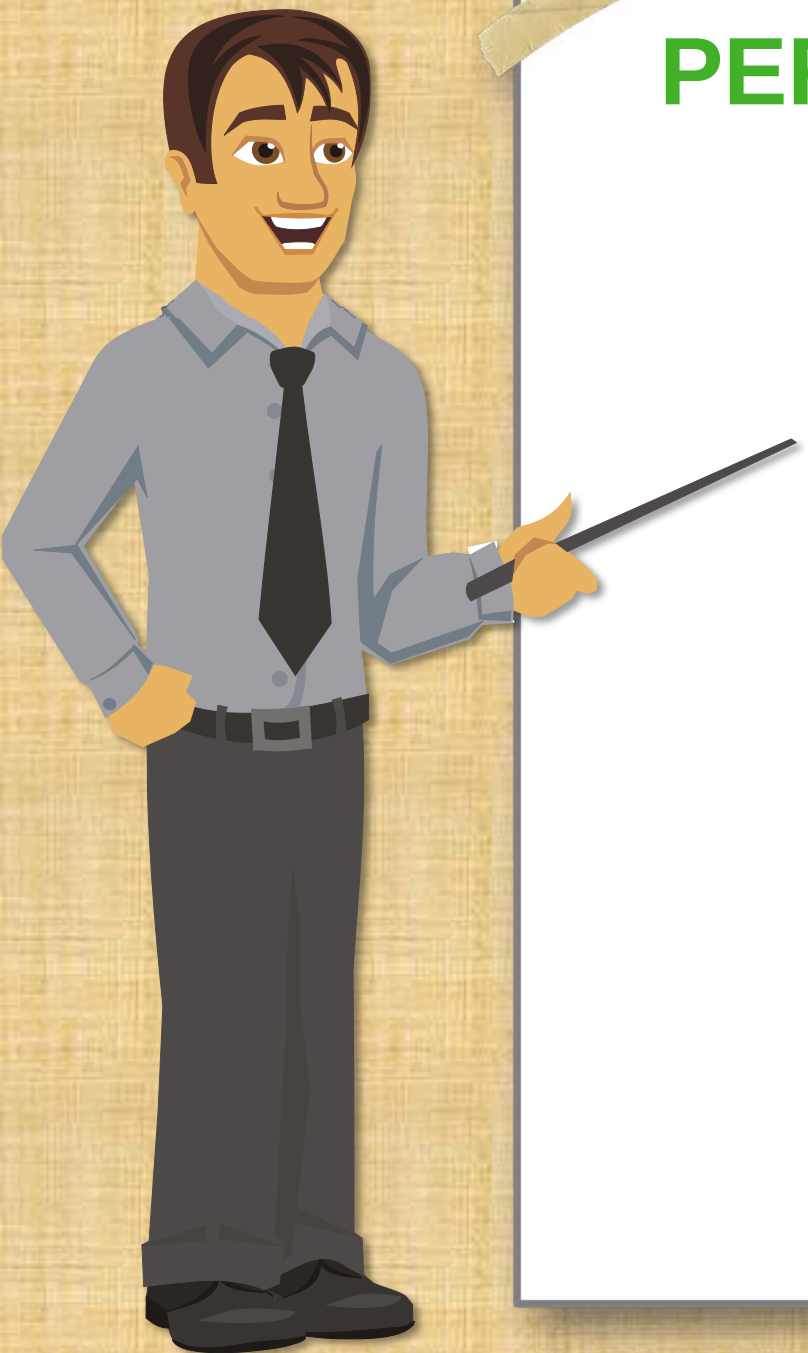
PERFORMANCE TASK

- 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?

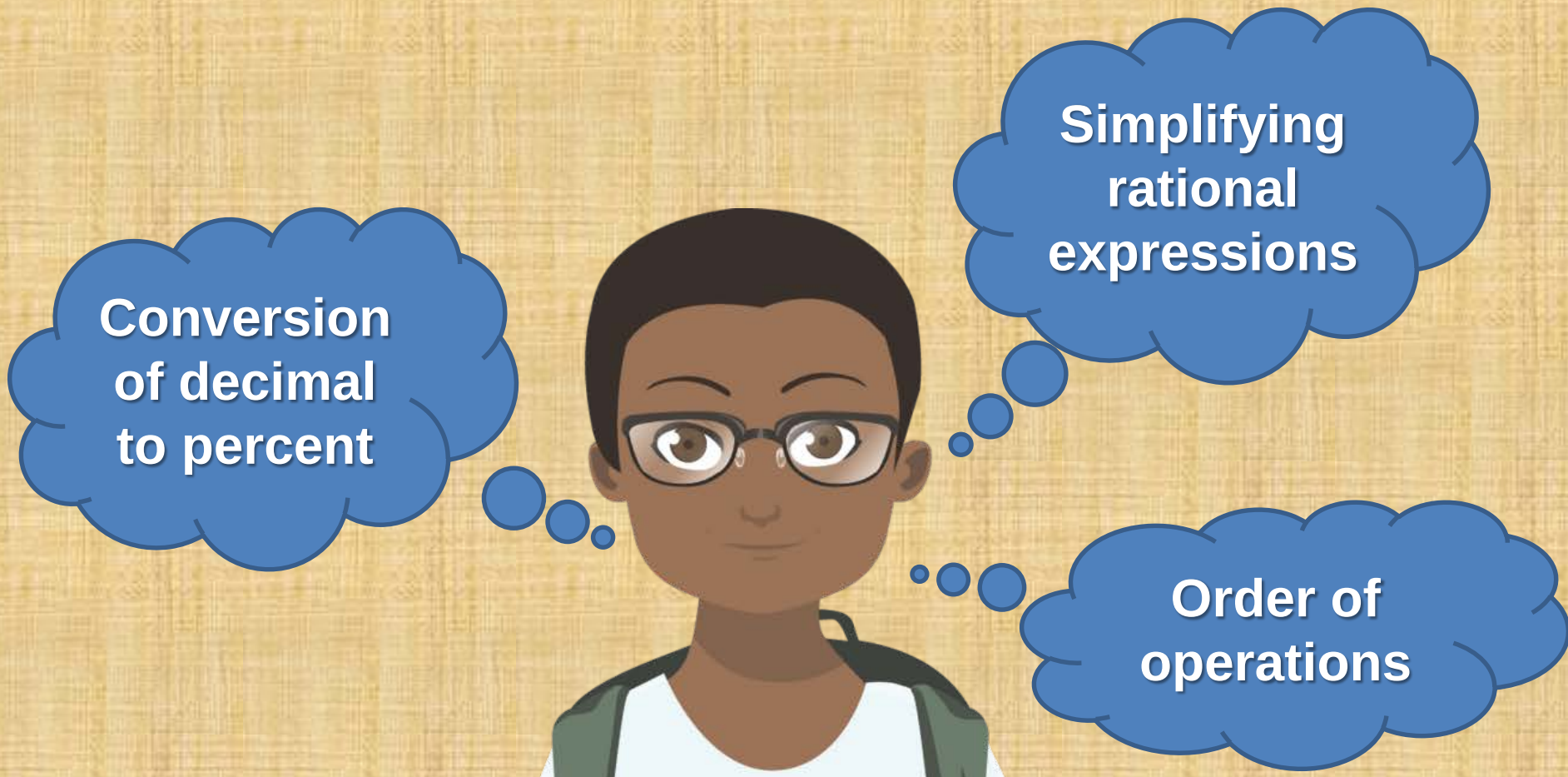
Introduction to Performance Tasks

- Measure capacities such as depth of understanding, research and writing skills, and/or complex analysis with relevant evidence
- 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
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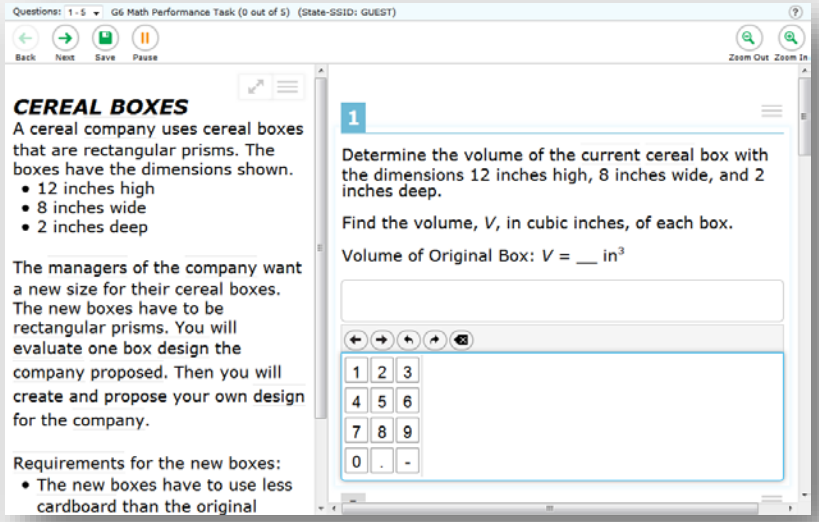
What is a performance task?

Mathematics

ELA

Expectations

Mathematics



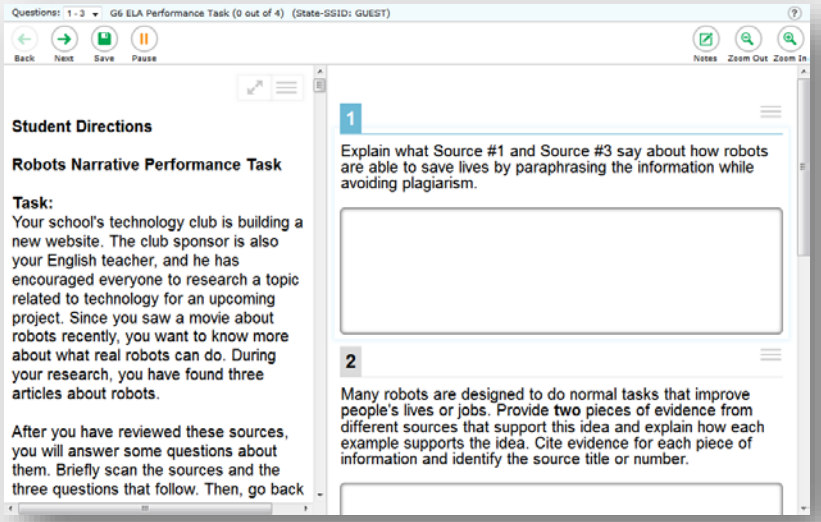
Mathematics performance tasks require students to integrate skills across multiple domains, clusters, and standards of the Common Core State Standards to demonstrate their ability to use their math knowledge to solve real-world problems.

What is a performance task?

Mathematics

ELA

ELA



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
  - tables of data

Classroom Activity

CLASSROOM ACTIVITY

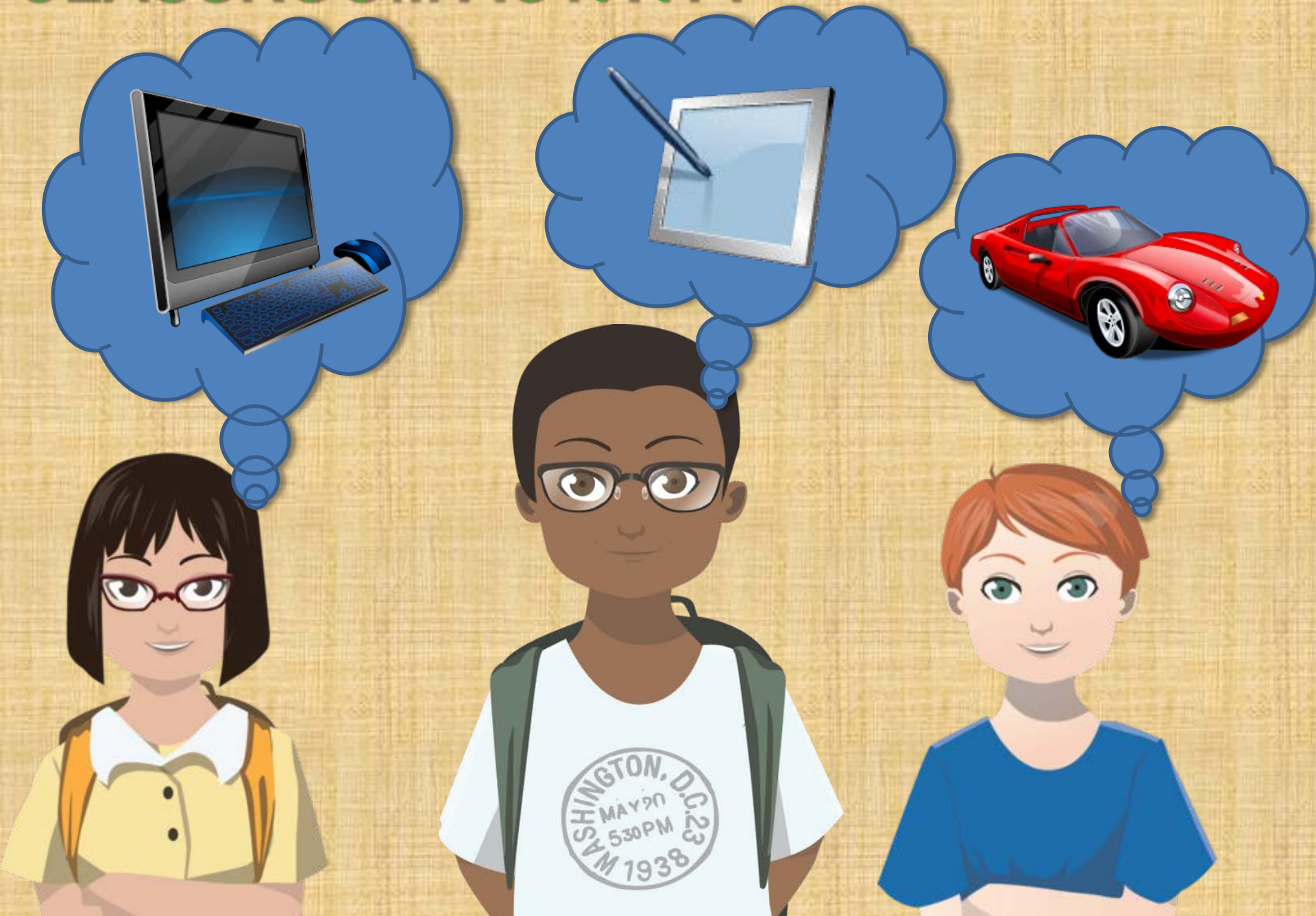
Technology of the Future

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	• 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. • Venn Diagrams: Venn diagrams may be described to the student. In addition, a teacher may use a different chart, diagram format, or graphic organizer.
Reading Impairments	• 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.
hysical Impairments	• 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 students 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.
...ments	• 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 ...gn language or in writing. • ...ctivities Requiring Oral Responses: Oral responses may be provided in ...iting, using a communication device, or any other means that the student uses to communicate.
English Language Learners	• 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	• Group activities may be tailored to occur between a single student and their educator where the educator and student share discussion 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
- 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 performance task
- ELA — Classroom Activity should be on a different day than the performance task.
- 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 online Practice Tests.

Before the ELA Performance Task: Classroom Activity

ELA
Classroom Activity
Technology of the Future

ELA
Performance Task
Robots

Smarter Balanced
Assessment Consortium

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 materials[1]

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.

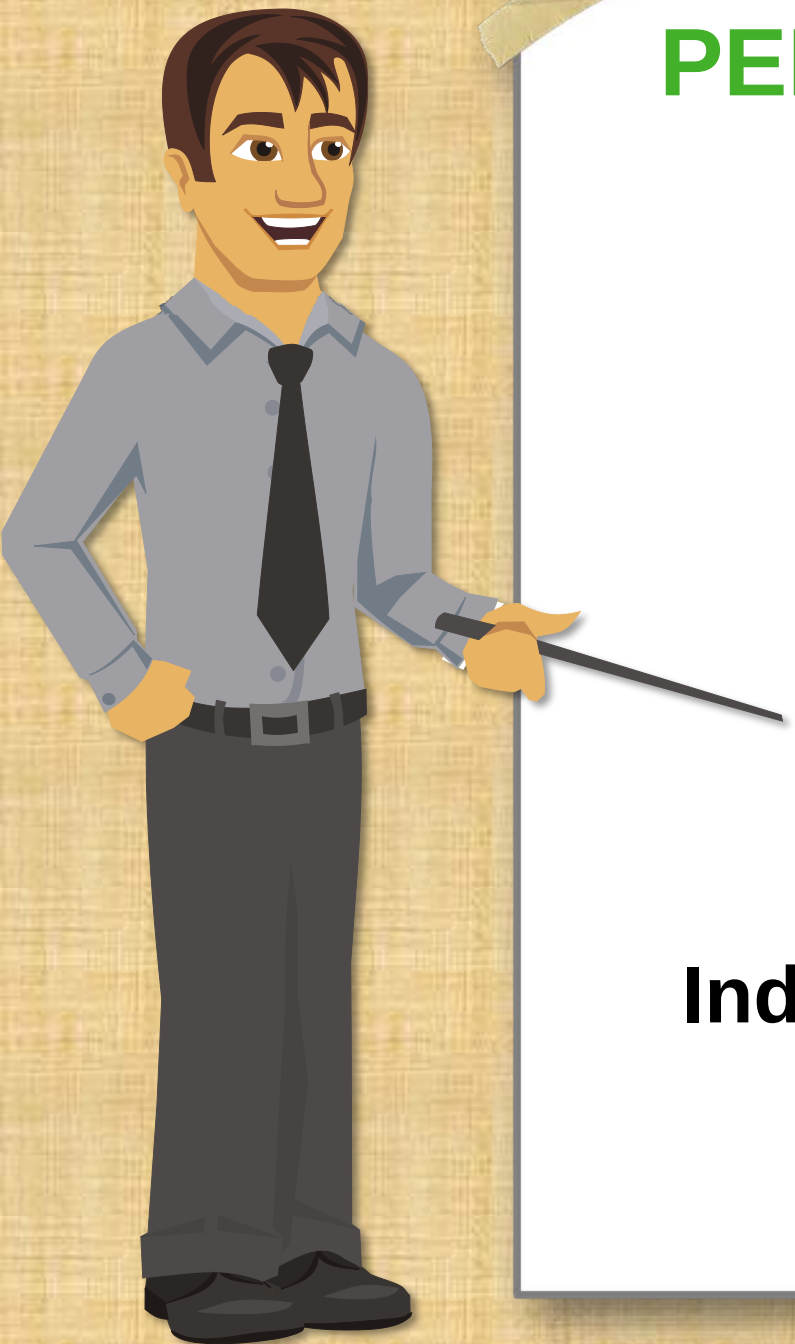
"Now that you know how this technology was used, work with your small group to answer the following question on the paper provided: How have each of these three examples of outdated technology changed?"

[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



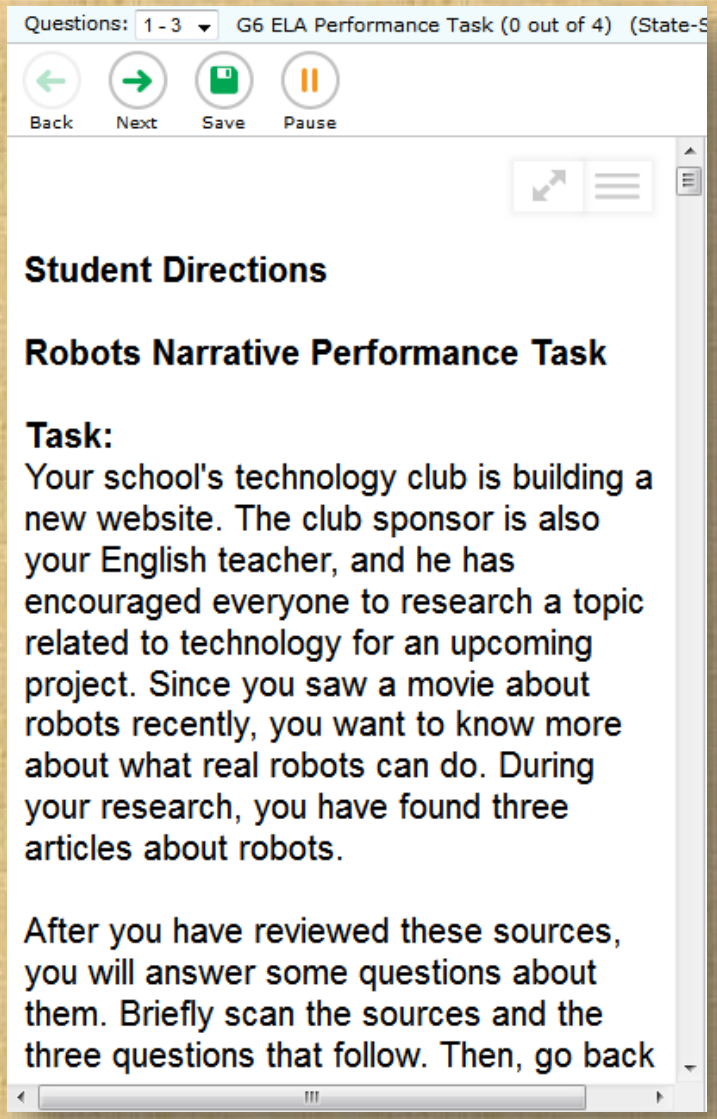
PERFORMANCE TASK

Classroom Activity

Within
3 days

Individually Administered Performance Task

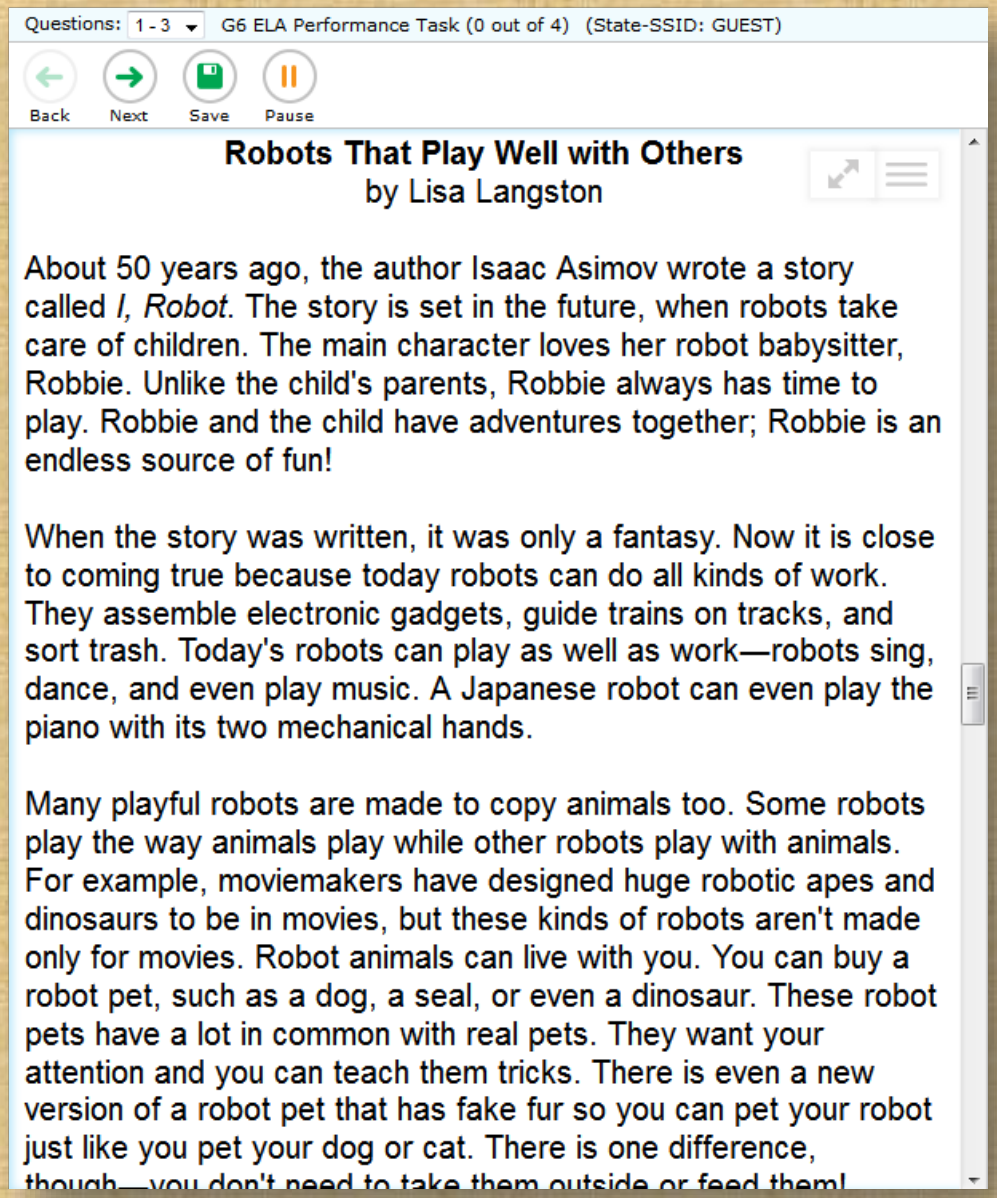
ELA Performance Task — After the Classroom Activity



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.

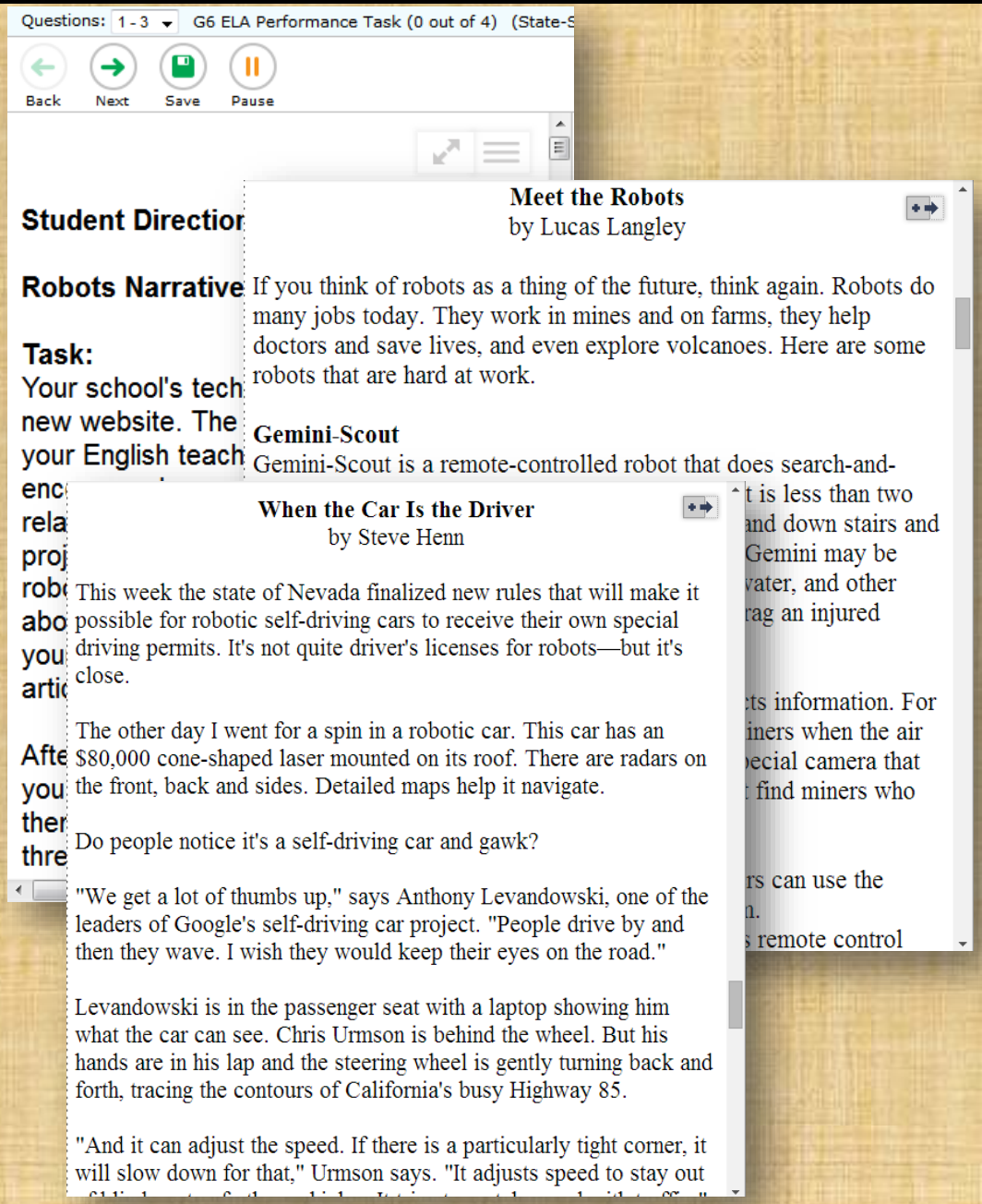
ELA Performance Task — After the Classroom Activity



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

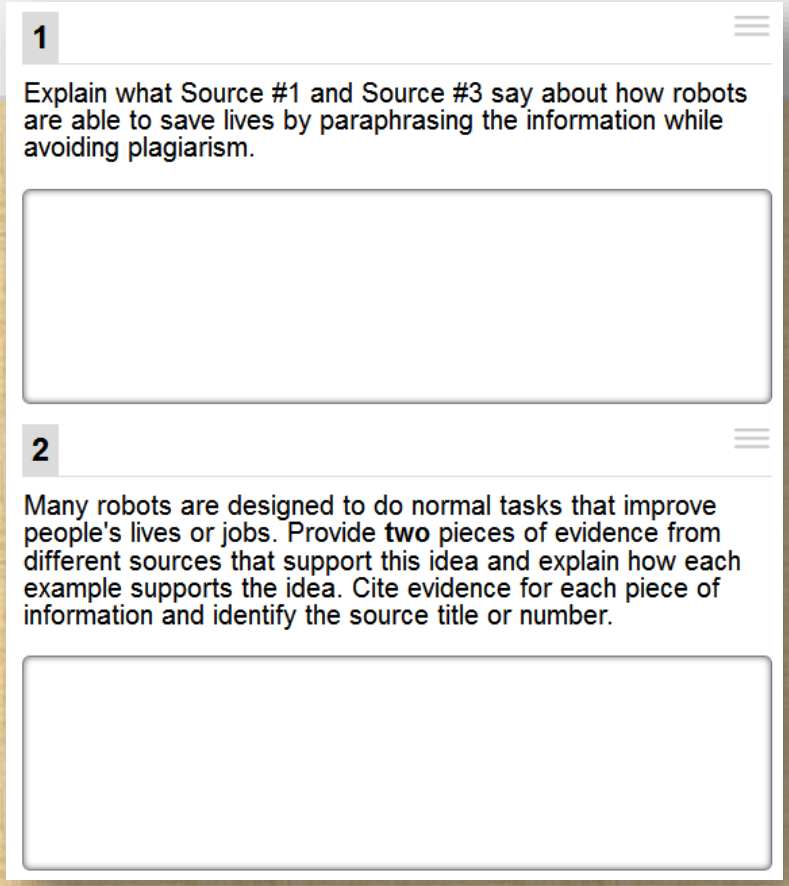


Example:

- 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 Question Examples

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



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.

Example Question 2

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

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.

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

Back Next Save Pause Dictionary Notes Zoom Out Zoom In

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

4

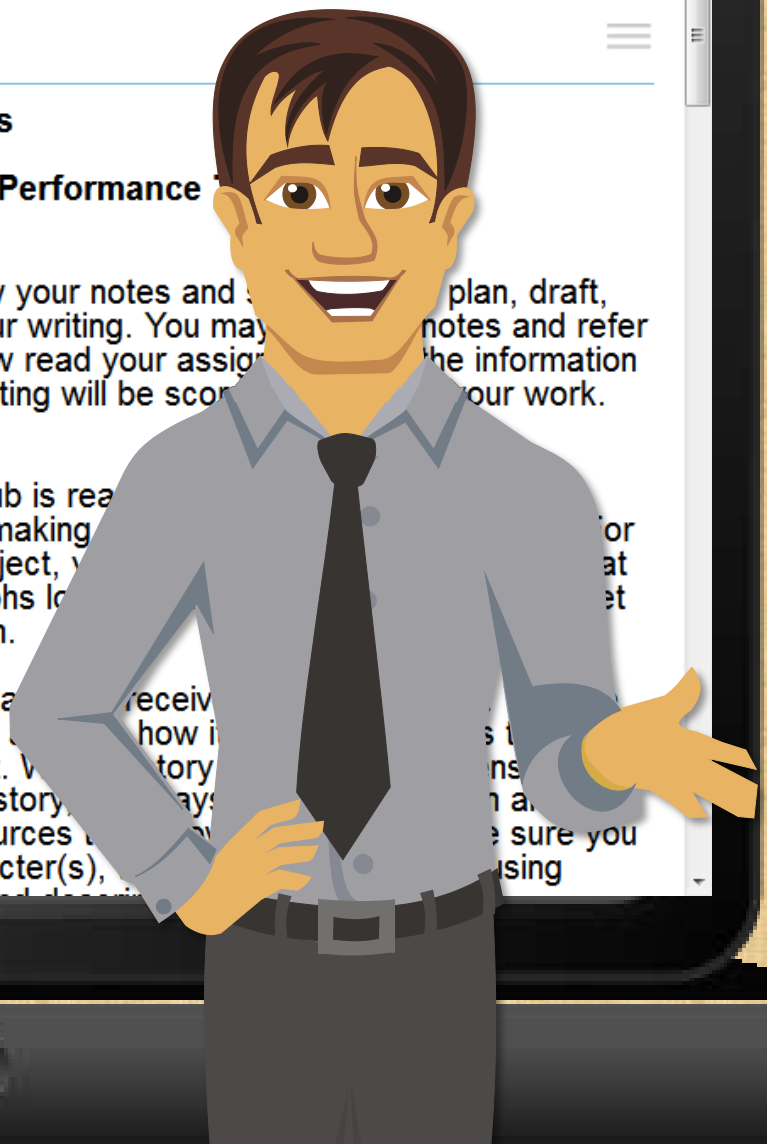
Student Directions

Robots Narrative Performance

Part 2:
You will now review your notes and plan, draft, revise, and edit your writing. You may notes and refer to the sources. Now read your assig he information about how your writing will be sco our work.

Your Assignment:
Your technology club is rea
English teacher is making or your part in the project, at is several paragraphs l et a robot of your own.

In your story, you ha receiv excited to turn it on how i to turn on the robot. tory When writing your story, ays details from the sources sure you develop your character(s), using



4

Student Directions

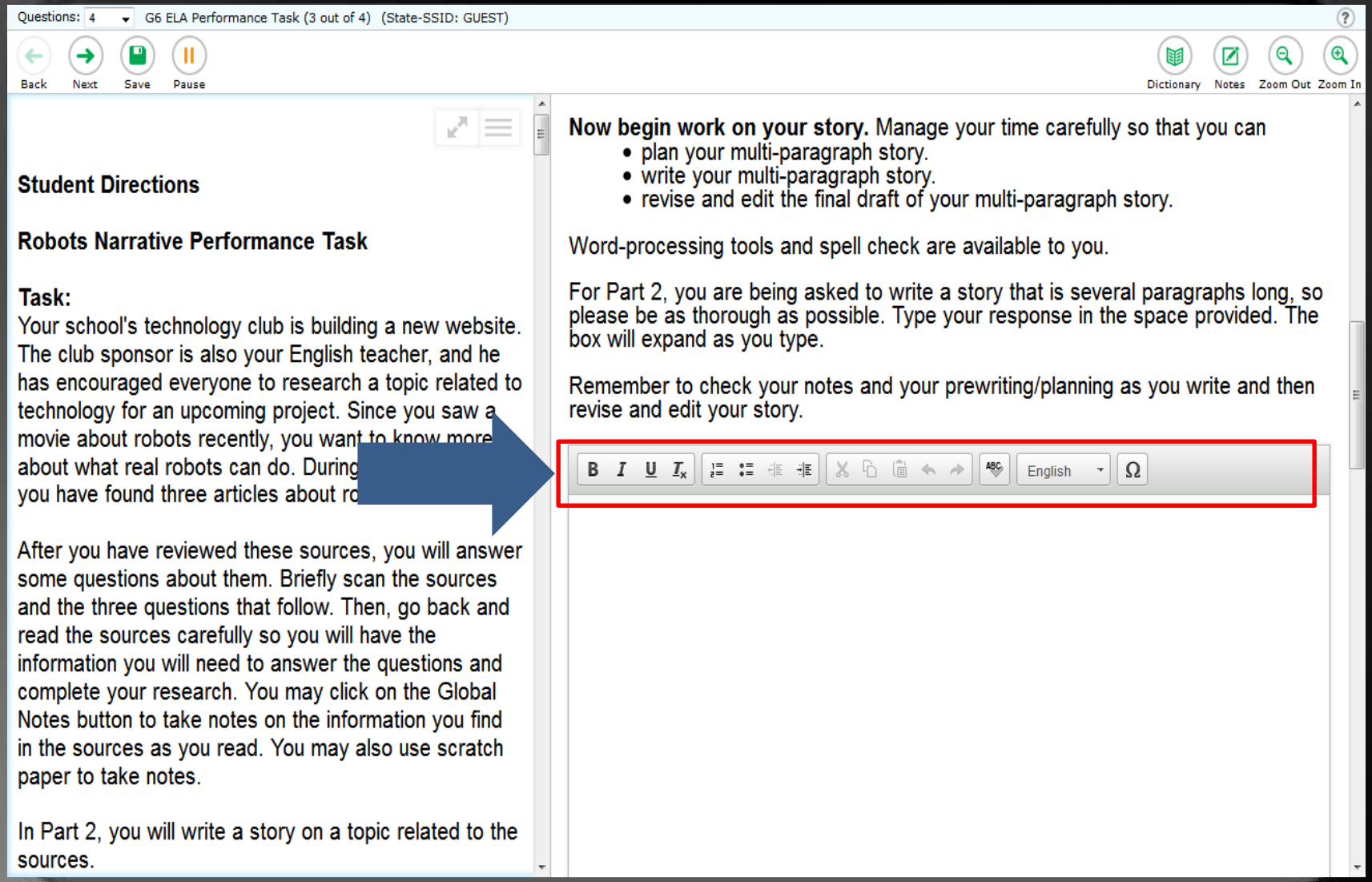
Robots Narrative Performance Task

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
English teacher is m
your part in the proje
is several paragraph
a robot of your own.

In your story, you have just
your new robot. You ar
excited to turn it on and s
ow it works. You press the butto
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.

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


Questions: 4
G6 ELA Performance Task (3 out of 4) (State-SSID: GUEST)
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Student Directions
Robots Narrative Performance Task
Task:
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you have found three articles about ro
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.
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.
English

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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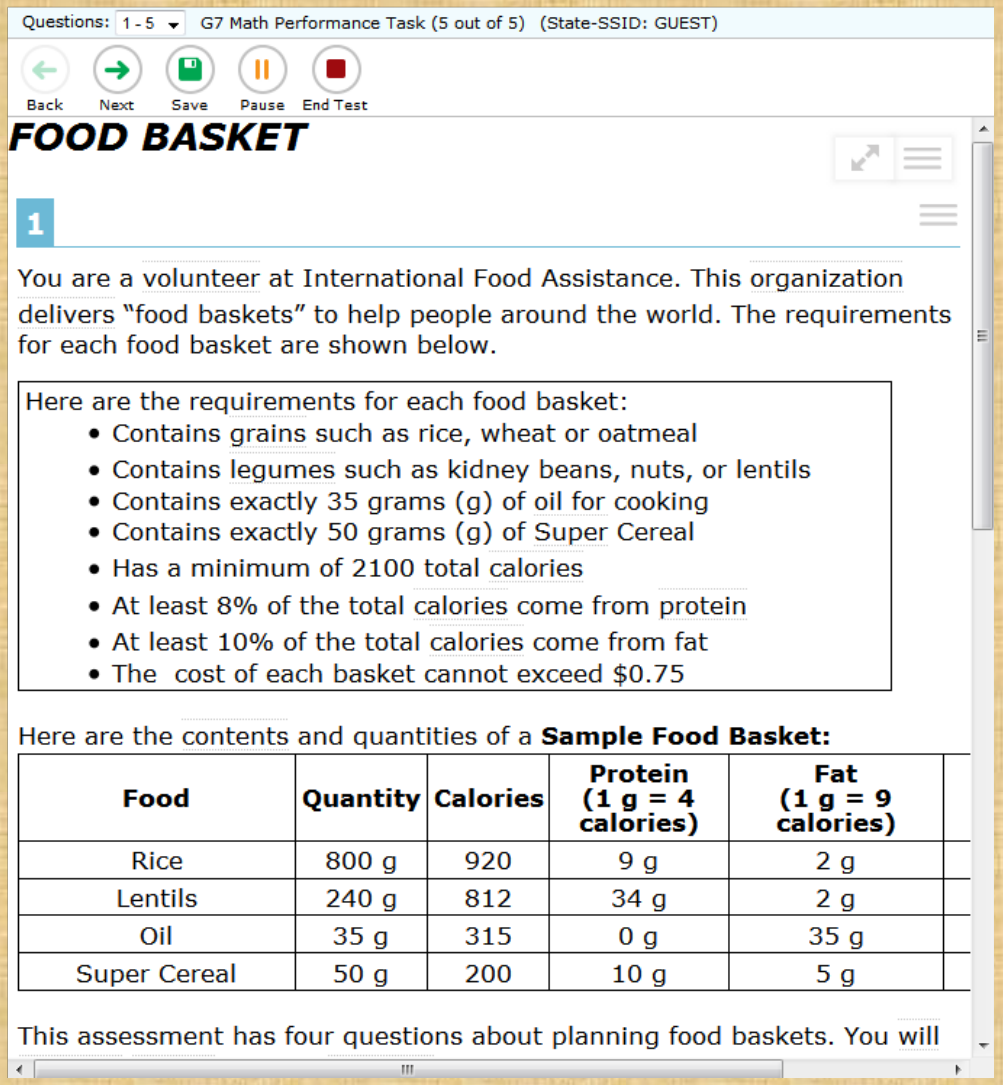
Mathematics Performance Task — After the Classroom Activity


Questions: 1 - 5 G7 Math Performance Task (5 out of 5) (State-SSID: GUEST)

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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:**

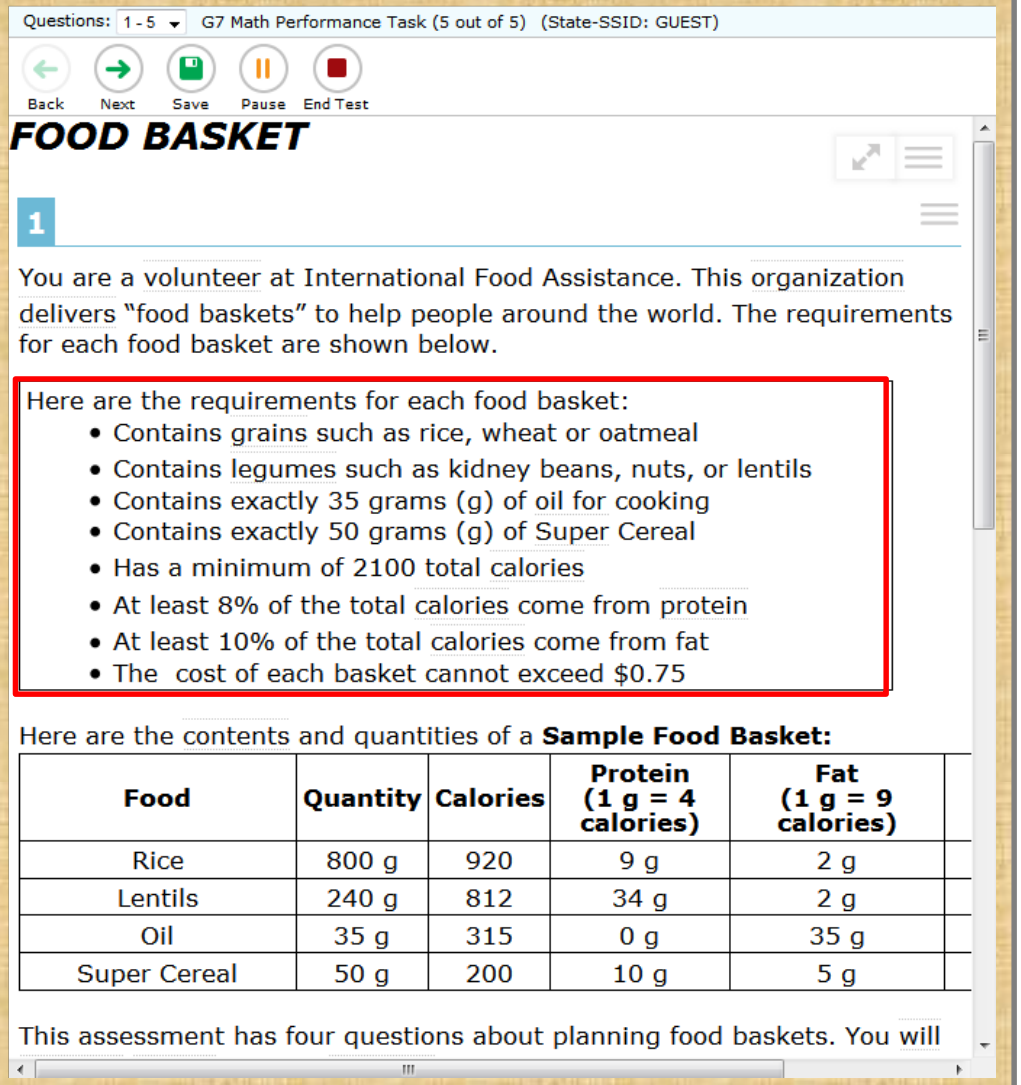
Food	Quantity	Calories	Protein (1 g = 4 calories)	Fat (1 g = 9 calories)
Rice	800 g	920	9 g	2 g
Lentils	240 g	812	34 g	2 g
Oil	35 g	315	0 g	35 g
Super Cereal	50 g	200	10 g	5 g

This assessment has four questions about planning food baskets. You will

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



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- 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 = 9 calories)
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

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.

Math Performance Task Questions

2

Create an expression to calculate the num
Basket.

1 2 3 + - * ÷
4 5 6 < ≤ = ≥ >
7 8 9 ( ) | | π
0 . -

3

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

1 2 3 + - * ÷
4 5 6 < ≤ = ≥ >

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

Mathematics Performance Task Questions

2

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

1 2 3 + - * ÷
4 5 6 < ≤ = ≥
7 8 9 ( )
0 . -

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.

3

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

1 2 3 + - * ÷
4 5 6 < ≤ = ≥ ≥

Administration, Timing, and Sequencing

ADMINISTRATION SEQUENCE

Day 1	Day 2	Day 3	Day 4	Day 5
	CAT	Classroom Activity	PT	

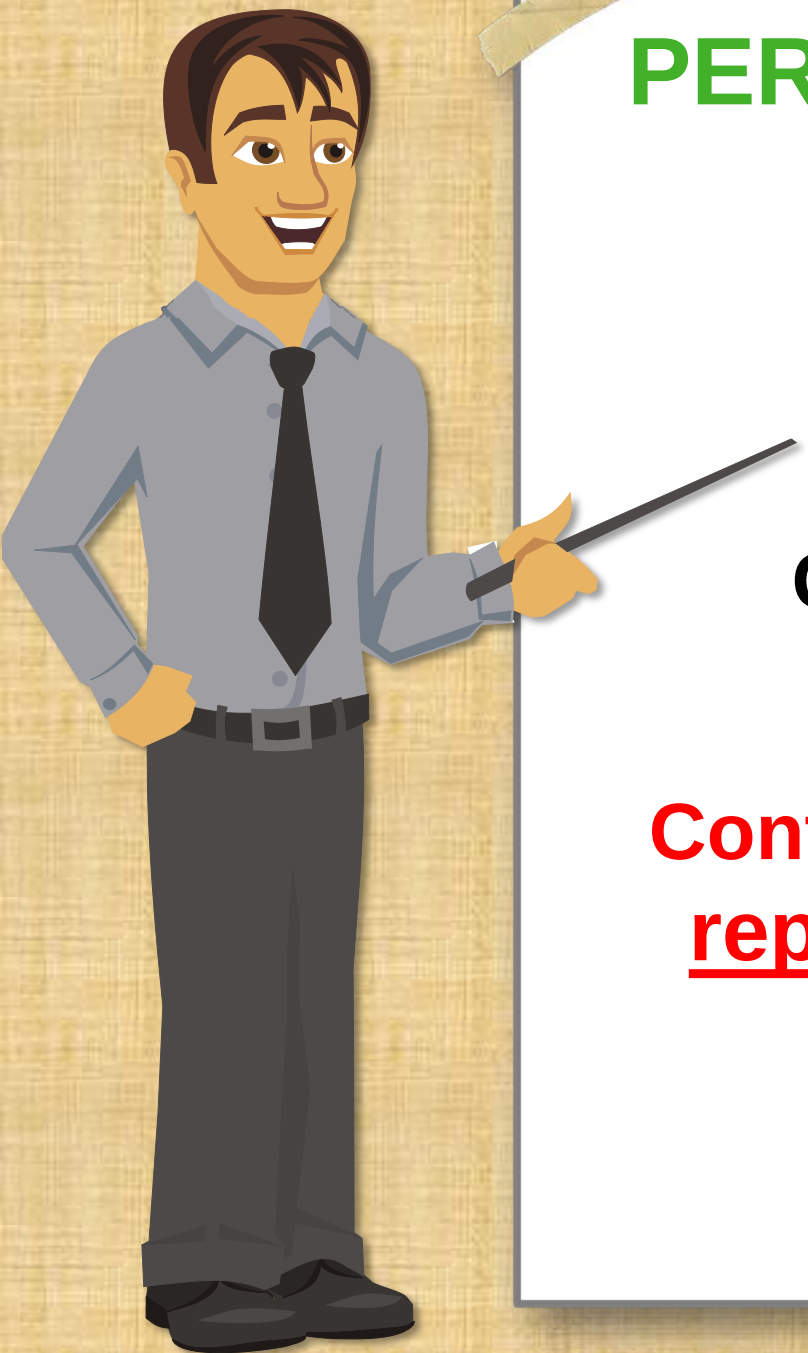
CAT → Classroom Activity → Performance Task

ADMINISTRATION SEQUENCE

Day 1	Day 2	Day 3	Day 4
ELA CAT	ELA Classroom Activity CA	ELA Part 1 PT	ELA Part 2 PT
Day 7	**Day 8**	**Day 9**	
Math CAT	Math Classroom Activity CA	Math PT	

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

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

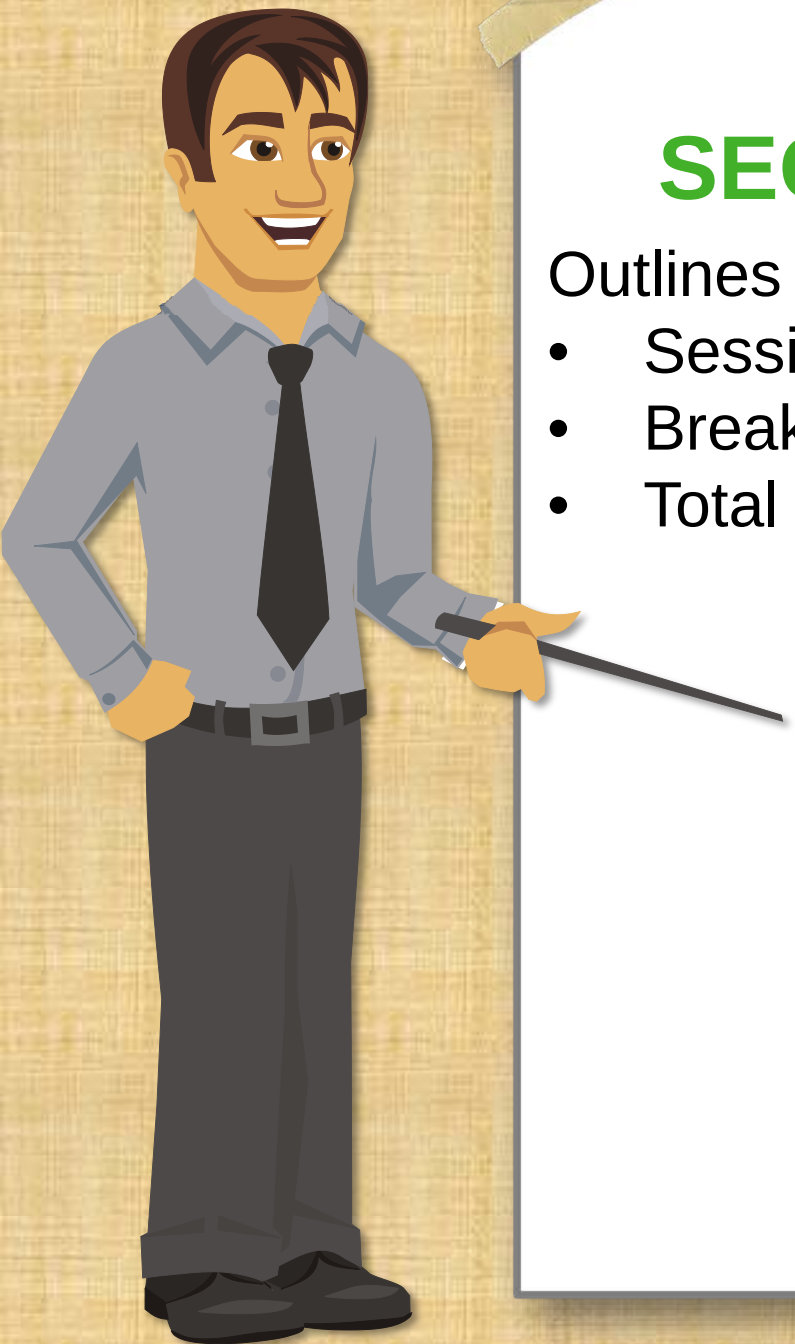


PERFORMANCE TASKS

Performance Task

Classroom Activity

Continue and complete, but report as an irregularity.



ADMINISTRATION SEQUENCE AND TIMING

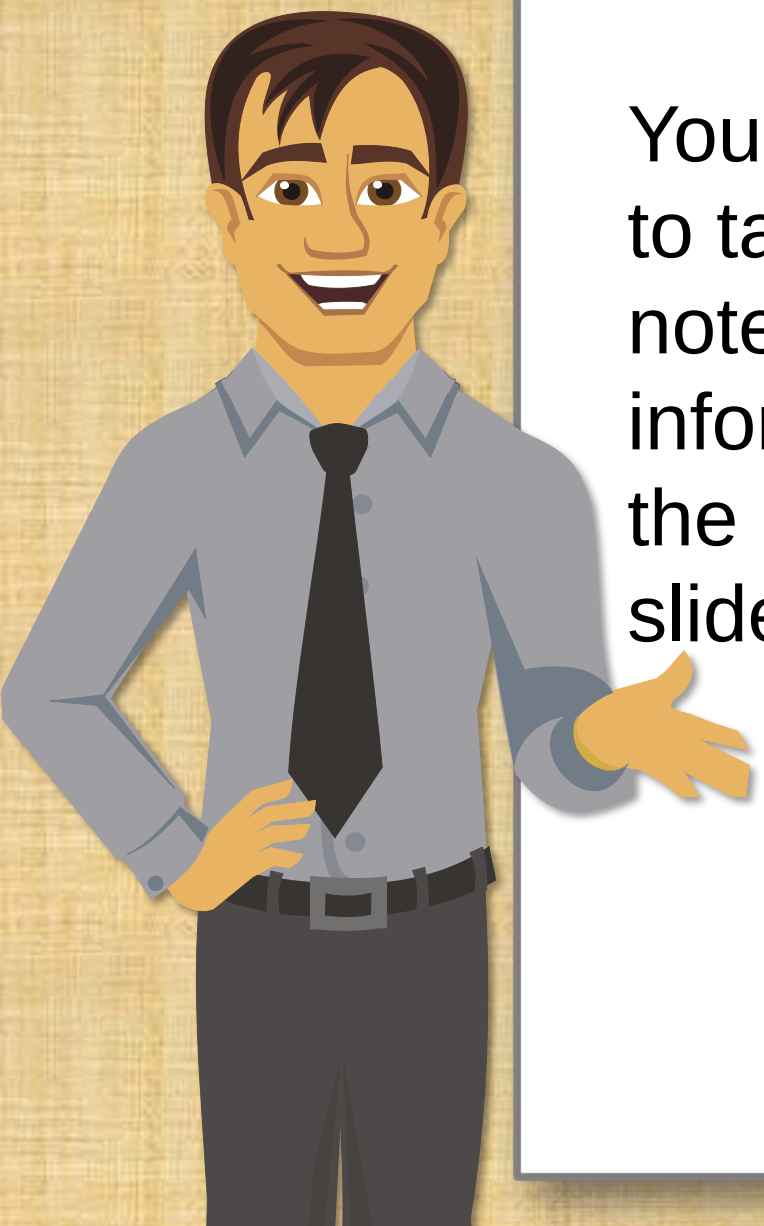
Outlines the number and duration of:

- 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 online 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.
- 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.

For more information, please visit:

www.smarterbalanced.org

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