

Finding your way through a Performance Task

Step 1: Individually have students read through Part A (The first page, The beginning of the Task, etc)

RI.5.2 - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
RI.5.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
SMP.1 Make sense of problems and persevere in solving them.

Step 2: Have students write a paragraph to explain what this part of the task is asking the student to do.

W.5.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
SMP.3 Construct viable arguments and critique the reasoning of others.
SMP.6 Attend to precision.

Step 3: Turn and talk with a partner to come to agreement on what is being asked.

SMP.3 Construct viable arguments and critique the reasoning of others.

Step 4: Work in a group of 4-6 to agree on what is being asked.

SMP.3 Construct viable arguments and critique the reasoning of others.

Step 5: Each team reports out. Discuss whole class.

SMP.3 Construct viable arguments and critique the reasoning of others.

Step 6: Teams or pairs work through the part of the task that has been read. Put tasks answers and models on chart paper or stations around the room

Content and Practice Standards will vary depending on task but will certainly include:
SMP.1 Make sense of problems and persevere in solving them.
SMP.6 Attend to precision.

Step 7: Read and understand the Rubric. Create a student friend version if necessary.

Step 8: Each team or pair travels from station to station, looking at other's responses and marking where changes can be made. This will give students a chance to re-read the directions and begin to understand that a large task like this needs to be completely carefully and thoughtfully understood. Discuss whole class.

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SMP.1 Make sense of problems and persevere in solving them.
SMP.6 Attend to precision.