

Authentic Performance Tasks

Engaging Scenario:

Ms. Chronoverse, our science teacher, has built a machine that allows us to travel to real and imaginary places. She has invited us to explore outer space, the deep sea, and fantasy lands! Our first stop on the Chronoverse travel machine will be outer space where we will get to meet real and fictional space explorers. Our second stop will be the ocean where we will visit the different creatures that live there. Next, we will come up for air and travel to the past where we will learn about dinosaurs. This will prepare us to visit a mythical land where dragons roam freely. Our last stop will skyrocket us into the future, where we will see how people will live.

On our voyage, we will make many new friends, both fictional and real.

Task 1:

Welcome to space! During our first expedition in the Chronoversive travel machine, we explored space and learned about astronauts, NASA, and the multiverse. You have also read about the Bright Family and their adventures. Today you will share your knowledge about astronauts and space exploration by writing a *Brochure for Young Astronauts*.

Your brochure will be completed on a large piece of construction paper divided into thirds. You will identify the **how** (procedural writing) of being an astronaut. Your guidebook should also include a title and section for **fun facts** where you will include three additional facts about space exploration or astronauts. This information should be based on any of the texts that we have read so far. In addition, you have the option of including at least one image for each section.

Priority Standards:

Reading Standard	DOK	Writing Standard	DOK	S&L Standard	DOK	Language Standard	DOK
RL/RI.1.1	3 - Analyze	W.1.7	1 - Create	SL.1.1	2 - Understand	L.1.6	2 - Apply
RL/RI.1.2	1- Understand	W.1.2	1- Create	SL.1.4	2 - Apply		
RL/RI.1.3	3- Apply						

Foundational Standards: RF.1.3, RF.1.4, RF.1.1

Supporting Standards: SL.1.2, SL.1.3

Authentic Performance Task 1 Scoring Guide:

Advanced or Exemplary	Goal	Progressing	Beginning
All “Goal” criteria <i>plus</i> : <ul style="list-style-type: none"> Identify 4 or more additional facts AND/OR <ul style="list-style-type: none"> Include illustrations 	<ul style="list-style-type: none"> Identify the <i>how</i> of being an astronaut, with at least 3 procedural steps listed. Identify 3 additional facts about space exploration or astronauts 	<ul style="list-style-type: none"> Meets <u>3</u> of the “Goal” or criteria 	<ul style="list-style-type: none"> Meets fewer than <u>3</u> of the “Goal” criteria Task to be repeated after re-teaching Comments:

Task 2:

Welcome to the sea, explorers! You have learned so much about the ocean and the fictional and real creatures that call it home. We also got to meet some surprising and sometimes scary water-dwelling friends. Using your knowledge of the ocean, design and illustrate a mythical creature that lives underwater. You will need to create a descriptive booklet to introduce your creature to your classmates. Your booklet should include at least three different descriptions of the creature, using language that appeals to the senses and/or conveys emotion. Share your creature with your peers and answer their questions about your creature.

Priority Standards:

Reading Standard	DOK	Writing Standard	DOK	S&L Standard	DOK	Language Standard	DOK
RL/RI.1.1	4 - Analyze	W.1.2	4 - Create	SL.1.1	3- Apply	L.1.6	4 - Apply
RL/RI. 1.2	1- Understand	W.1.7	2 - Create	SL.1.4	3- Analyze		
RL/RI 1.3	2- Apply						
RL/RI.1.4							

Foundational Standards: RF.1.3, RF.1.4, RF.1.1

Supporting Standards: SL.1.2, SL.1.3

Authentic Performance Task 2 Scoring Guide:

Advanced or Exemplary	Goal	Progressing	Beginning
All “Goal” criteria <i>plus</i> :	<ul style="list-style-type: none"> Introduce the creature to peers using at least 4 	<ul style="list-style-type: none"> Introduces creature and describe it. 	<ul style="list-style-type: none"> Introduces creatures.

<ul style="list-style-type: none"> Provides several key details about the creature beyond descriptors that appeal to the senses and/or convey emotion, like where it comes from, what it does, etc. 	pieces of descriptive language that appeals to the senses and/or conveys emotion.	<ul style="list-style-type: none"> Meets <u>3</u> of the “Goal criteria.” 	<ul style="list-style-type: none"> Meets fewer than <u>3</u> “Goal” criteria Task to be repeated after re-teaching Comments:
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Task 3:

Dinosaurs may have been real, but what about dragons? You met some dragon friends during this expedition which made it easy for you to see the similarities between dinosaurs and dragons. Today we will invite our friends to travel with us to a beautiful land where dragons and dinosaurs coexist. Using information from the texts you have read, what are some of the things you would see? Write a postcard to your parents describing what you see. As you write, here are some suggestions of things to include: *What do the dragons/dinosaurs look like? What are their names? What do they eat? Where do they live? What are they like? How do they spend their time? Are they fiery, friendly or fierce?* This information should be based on any of the texts that we have read so far. In addition, draw an image of your favorite dinosaur or dragon for your parents to see.

Priority Standards:

Reading Standard	DOK	Writing Standard	DOK	S&L Standard	DOK	Language Standard	DOK
RL/RI.1.1	4 - Analyze	W.1.7	2 - Create	SL.1.1	3 - Apply	L.1.6	4 - Apply
RL/RI.1.2	2- Understand	W.1.2	2 - Create	SL.1.4	3 - Apply		
RL.1.3	3- Apply						

Foundational Standards: RF.1.1, RF.1.3, RF. 1.4

Supporting Standards: SL.1.2, SL.1.3

Authentic Performance Task 3 Scoring Guide:

Advanced or Exemplary	Goal	Progressing	Beginning
All “Goal” criteria <i>plus</i> : <ul style="list-style-type: none"> Includes seven or more details about what they’ll observe on the island 	<ul style="list-style-type: none"> Includes six details/facts about what they’ll observe on the island Includes one illustration 	<ul style="list-style-type: none"> Meets <u>3</u> of the “Goal” or criteria 	<ul style="list-style-type: none"> Meets fewer than <u>3</u> of the “Goal” criteria Task to be repeated after re-teaching Comments:

- Includes two or more illustrations

End of the Unit Performance Task

Welcome to the future, young innovators and inventors! We have learned about what life might be like in the future. Our ability to explore the ocean, space, and someday maybe even the past is possible because of the work of inventors and innovators! Innovations shape the way we live our lives and help us to solve problems. Ms. Chronoverse would like you to think about the following things: *How do people come up with new ideas that have never been tried before? What will life be like in the future? What innovative idea can you come up with that will have a positive impact on the world?*

You are invited to become a member of our school's "Invention Club." Using information from the texts that we have read, on a posterboard, design an invention that will have a positive impact on the world. You have the option of making improvements to an invention that already exists. Give your invention a name and label the parts. Your poster should include the following information: the name of your invention, what it does, how your invention would change the world and help others, and the materials needed/used to build it.

Priority Standards:

Reading Standard	DOK	Writing Standard	DOK	S&L Standard	DOK	Language Standard	DOK
RL/RI.1.1	4 - Analyze	W.1.2	4 - Create	SL.1.1	3- Apply	L.1.6	4 - Apply
RL/RI.1.2	2 - Understand	W.1.7	2 - Create	SL.1.4	3 - Apply		
RI.1.3	2- Apply						

Foundational Standards: RF.1.1, RF.1.4, RF.1.3

Supporting Standards: RI.1.5, RI.1.7, SL.1.2

Authentic Performance Task 4 Scoring Guide:

Advanced or Exemplary	Goal	Progressing	Beginning
All "Goal" criteria <i>plus</i> : <ul style="list-style-type: none"> • Identify 5 or more additional facts AND/OR <ul style="list-style-type: none"> • Include illustrations 	<ul style="list-style-type: none"> • Name the invention • Explain what it does • Explain how it would change the world and/or help others • Identify at least one material used to build it. 	<ul style="list-style-type: none"> • Meets <u>3</u> of the "Goal" or criteria 	<ul style="list-style-type: none"> • Meets fewer than <u>3</u> of the "Goal" criteria • Task to be repeated after re-teaching • Comments:

	<ul style="list-style-type: none">• Illustrates and labels the invention		
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