

Elementary Performance Tasks

The following information is an overview of the Performance Tasks for all content areas across the year. Below you will find the links for Content Area Performance Tasks including Scoring Keys and a table that describes the details for the collection of student samples for each content specific task.

Like last year, students will engage in Performance Tasks in the content areas to assess their progress toward standards in English Language Arts (ELA), Social Studies, Mathematics, and Science during each instructional window. These Performance Tasks should reflect the instruction occurring within a Comprehensive Language and Literacy Day. Unlike the multiple choice assessments of the past, these assessments allow for authentic assessment of student learning, as well as provide ample opportunities for teacher analysis of student understandings.

Collection Procedures for Performance Task Samples:

After each Performance Task (**not** including Letter ID & Modified Sentence Dictations), classroom teachers will provide copies of two student samples for each Performance Task, along with a cover page (linked in the table below as well as each Pacing Guide). Selected samples must Meet the Expectations of the Performance Task in the Content column, as well as in at least two of the other three columns.

The purpose of this collection is to provide annotated exemplars for teacher use. The annotations highlight specific criteria established within the scoring key. The exemplars represent a point in time, showing varieties of authentic student thinking in response to content specific prompts.

Schools will determine their own process for collecting and submitting student samples to the designated Curriculum Department person in the table below. As an alternative this year, samples can be submitted electronically instead of hard copy. Links to submit the samples electronically are included on the cover page (linked in the table below as well as each Pacing Guide).

What to Submit for each Performance Task	Who to Submit to	Deadlines for Submission
Kindergarten - Fifth Grade Cover Page 2 copied student samples that meet the expectations (in the content column) of the performance, as well as meet the expectations in at least 2 of the other 3 columns	Math - Amanda Kain	Due by the date indicated on the District Assessment Calendar
	Science - Teri Fulton	
	SS/ELA - Teri Fulton	

Letter Identification & Modified Sentence Dictation (K Only)¹

Letter ID

Children will say the names of the alphabet by recognizing the shapes of uppercase and lowercase letters. Letter Identification is necessary to identify letter forms children can associate with the corresponding letter names. This information is used to plan lessons on letters and to decide what letters and letter features to bring to children's attention during interactive writing and/or shared reading.

Modified Sentence Dictation

Modified sentence dictation, from Marie Clay's Observation Survey, is the task of hearing and recording sounds in words. The purpose of Clay's sentence dictation task is to learn what students know about sound-symbol relationships in context. Because of the modifications to administering this task, the teacher has a more accurate understanding of each student's understanding of sound-symbol relationships in context.

[Letter ID & Sentence Dictation Administration Guidelines and Performance Expectations](#)

¹ Sentence Dictation tasks modified from *An Observation Survey of Early Literacy Achievement* by Marie M. Clay

SS/ELA Performance Tasks

SS/ELA Performance Tasks will occur in all Instructional Windows. Tasks will align to Social Studies content standards, Reading Standards, and Writing Standards. Students will reflect their understanding of content through reading and writing.

Administering the SS/ELA Performance Tasks Information

The following documents are needed for each grade level.

	Instructional Window 1	Instructional Window 2	Instructional Window 3	Instructional Window 4
Kindergarten	Performance Task Civics/Government	Performance Task History	Performance Task Geography	Performance Task Economics
First Grade	Performance Task Civics/Government	Performance Task History	Performance Task Geography	Performance Task Economics
Second Grade	Performance Task Civics/Government	Performance Task History	Performance Task Geography	Performance Task Economics
Third Grade	Performance Task Civics/Government	Performance Task History	Performance Task Geography	Performance Task Economics
Fourth Grade	Performance Task Civics/Government	Performance Task History	Performance Task Geography	Performance Task Economics
Fifth Grade	Performance Task Civics/Government	Performance Task History	Performance Task Geography	Performance Task Economics

Math Performance Tasks

Kindergarten-5th Grades:

The Performance Tasks should not be new content for students or teachers, as they are generally lifted directly from *Math Investigations* and the Math Pacing Guide; each Performance Task is aligned to both the Common Core State Math Content Standards and Standards for Mathematical Practice. **Each grade, Kindergarten through 5th, will have at least one Performance Task for each instructional window.**

Also, the Performance Tasks may be conducted at different points throughout the instructional window, as appropriate and outlined by the Math Pacing Guide. Each scoring key has been developed based upon the specific performance task and outlines the specific criteria needed for students to have met the expectations of the task; scoring keys were developed with the standards, Math Practices, and *Investigations* in mind. When using the scoring key, it may be helpful to consult the Professional Development resources located at the end of each *Investigations* unit in order to see examples of student work. The tasks are not intended to interrupt instruction and may be conducted whole group, small group, or individually.

Administering the Math Performance Tasks Information

The following documents are needed for each grade level.

	Instructional Window 1	Instructional Window 2	Instructional Window 3	Instructional Window 4
Kindergarten	Performance Task Directions and Scoring Key: Grab and Count	Performance Task Directions and Scoring Key: Measuring with Cubes	Performance Task Directions and Scoring Key: Sorting 2-D and 3-D Shapes	Performance Task Directions and Scoring Key: How Many Cars?
1st Grade	Performance Task Directions and Scoring Key: Sort the Shapes	Performance Task Directions and Scoring Key: How Many Books? AND End-of-Unit Assessment (M46) [Use this Scoring Key twice, once for each problem]	Performance Task Directions and Scoring Key: How Long Is This Fish?	Performance Task Directions and Scoring Key: Tens and Ones
2nd Grade	Performance Task Directions and Scoring Key: End-of-the-Unit Assessment	Performance Task Directions and Scoring Key: What is Your Favorite Food?	Performance Task Directions and Scoring Key: End-of-Unit Assessment (Unit 7, M25)	Performance Task Directions and Scoring Key: The King's Foot
3rd Grade	Performance Task Directions and Scoring Key: End-of-Unit Assessment	Performance Task Directions and Scoring Key: End-of-Unit Assessment (M22)	Performance Task Directions and Scoring Key: Melanie's Cupcakes	Performance Task Directions and Scoring Key: End-of-Unit Assessment (M19)

4th Grade	<u>Performance Task Directions and Scoring Key: Solving an Addition Problem in Two Ways</u>	<u>Performance Task Directions and Scoring Key: Solving 18 x 7</u> <u>Performance Task Directions and Scoring Key: End-of-Unit (M52)</u>	<u>Performance Task Directions and Scoring Key: Identifying and Comparing Fractions</u>	<u>Performance Task Directions and Scoring Key: Penny Jar Comparisons</u>
5th Grade	<u>Performance Task Directions and Scoring Key: What is the Answer?</u> <u>Performance Task Directions and Scoring Key: Finding the Volume of Rectangular Prisms</u>	<u>Performance Task Directions and Scoring Key: Assessment: Dividing with Fractions</u>	<u>Performance Task Directions and Scoring Key: Comparing and Ordering Decimals</u>	<u>Performance Task Directions and Scoring Key: End-of-Unit Assessment (M22-M25)</u>

Science Performance Tasks

Kindergarten-5th Grades:

Each **Science Performance Task** combines a National Geographic Inquiry (Explore, Directed, or Guided) and a Writing Prompt. The question(s) should be given to students after all teaching about the subject in question is completed. There is no one correct answer; however, students who meet the expectations of the performance meet certain criteria, which are outlined in the Performance Task Scoring Key.

In the **Science Performance Task**, the Writing Prompt will combine elements of the Next Generation Science Standards (NGSS) either through the Science and Engineering Practices, the Crosscutting Concepts, or the Performance Expectations. The inquiry will be scored with the Inquiry Rubric in the National Geographic materials and the writing will be scored with the Performance Task Scoring Key.

Administering the Science Performance Task Information

The following documents are needed for each grade level.

	Earth and Space Science	Physical Science	Life Science
Kindergarten	Performance Task Directions and Scoring Key	Performance Task Directions and Scoring Key	Performance Task Directions and Scoring Key
1st Grade	Performance Task Directions and Scoring Key	Performance Task Directions and Scoring Key	Performance Task Directions and Scoring Key
2nd Grade	Performance Task Directions and Scoring Key	Performance Task Directions and Scoring Key	Performance Task Directions and Scoring Key
3rd Grade	Performance Task Directions and Scoring Key	Performance Task Directions and Scoring Key	Performance Task Directions and Scoring Key
4th Grade	Performance Task Directions and Scoring Key	Performance Task Directions and Scoring Key	Performance Task Directions and Scoring Key
5th Grade	Performance Task Directions and Scoring Key	Performance Task Directions and Scoring Key	Performance Task Directions and Scoring Key