

Teacher Planning: Performance Task Template

Your Name:

Task Name:

Grade:

Subject and Topic:

Task Description:

Standards Assessed (Common Core): Be sure each standard is addressed in your scoring rubric.

Additional Materials Needed: (can be “none”)

Texts:

Primary Texts:

Describe content of primary texts here. Append actual texts to the end of this document.

Supplementary Texts:

Describe content of primary texts here. Append actual texts to the end of this document. In the case of media, include the source of the text.

Performance Task Description: (specific student instructions – broken down into bulleted steps)

Scoring Rubric: (one or two criteria)

Rubric Template Example

Rubric Template

(Describe here the task or performance that this rubric is designed to evaluate.)

| | Beginning | Developing | Accomplished | Exemplary | Score |
|--|--|--|--|--|--------------|
| | 1 | 2 | 3 | 4 | |
| Stated Objective or Performance | Description of identifiable performance characteristics reflecting a beginning level of performance. | Description of identifiable performance characteristics reflecting development and movement toward mastery of performance. | Description of identifiable performance characteristics reflecting mastery of performance. | Description of identifiable performance characteristics reflecting the highest level of performance. | |
| Stated Objective or Performance | Description of identifiable performance characteristics reflecting a beginning level of performance. | Description of identifiable performance characteristics reflecting development and movement toward mastery of performance. | Description of identifiable performance characteristics reflecting mastery of performance. | Description of identifiable performance characteristics reflecting the highest level of performance. | |
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Example of Teacher GRASPS

Are Fruits and Vegetables Really Made of Cells?

Goal: To demonstrate that a given food is cellular and be able to clearly communicate this fact

Role: You are a scientist competing for a spot on the next space flight. In order to win your spot on the team, you must prove to the selection committee that you are the best scientist for the job. To do this, you must design an experiment that will demonstrate whether or not newly discovered planetoid organisms are cellular or non-cellular.

Audience: NASA space flight selection committee

Situation: The purpose of this new expedition is to explore a recently found planetoid that is capable of supporting human life. Initial surveys indicate that this planetoid is filled with plant-like organisms, many of which appear to bear edible fruit-like growths. Once scientists arrive, they will need to determine if these growths are edible by humans. Your task is to select a food common on earth – apple, pear, potato, celery, banana, squash, tomato, turnip, radish, cucumber – and design and carry out an experiment that will demonstrate that the food is or is not composed of cells (the first step in determining edibility). You are restricted to the use of only these materials: compound microscope, slides and cover slips, iodine and methylene blue stains, plant dissection equipment, cotton swabs, beakers, paper towels, and toothpicks. You must convince the selection committee that your process accurately shows the presence or absence of cells.

Product: Once you have determined that the food that you chose is or is not cellular you will demonstrate this fact to the committee by visually showing them your evidence and by drawing an accurately labeled diagram of the food showing the presence or absence of cells. A written summary of your findings is included.

Standards: See attached rubric.