



Performance Tasks

What is a Performance Task?

Performance tasks are authentic, standards-based formative assessments that inspire students to apply learning to genuine contexts, based on classroom curriculum. They enable students to demonstrate specific standards they have mastered, by performing a task or producing a product. Such tasks may include, but are not limited to: writing samples, topical debates or discussions, or conducting research. Rubrics are critical for scoring performance tasks so that results maintain objectivity, and promote reflection within both the teacher and students. Performance tasks enable learning stakeholders to answer the question: How well can students apply the knowledge gained from high quality instruction?

Why Performance Tasks?

The increased emphasis in the use of performance tasks rests on the idea that authentic tasks require students to demonstrate their mastery of specific skills and competencies identified in Florida Standards. Performance tasks offer authentic application of learning that cannot be achieved through more traditional assessments. The adoption of the Language Arts Florida Standards demands a shift from the more traditional modes of assessment, and constructed response items, to authentic assessments such as performance tasks, which have proven to foster and stimulate alternate ways of reasoning and problem solving skills. Today's students must be able to not only acquire new information, but also analyze, synthesize, and apply new knowledge while solving problems, collaborating effectively, and communicating persuasively. Current research shows that these 21st century skills are best measured by authentic and standards-based performance tasks.

How should teachers use performance tasks?

Broward County teachers are expected to administer two performance tasks per quarter. When selecting a performance task to use with students, the teacher should consider matching the task to the learning goals, standards, or conceptual topics that are being currently taught within the classroom. Teachers should implement performance tasks at the end of an instructional cycle or unit to determine what students know and whether they were able to effectively apply their learning. It is vital that teachers reflect on the data gleaned from performance tasks in an effort to modify and drive further instruction. Teachers must provide students with authentic feedback regarding the tasks so that students can reflect and grow as learners, enabling them to create goals for future tasks. These formative assessments are paramount to quality and effective instructional practice which is standards-based and data driven.

For more information on performance tasks, visit the Broward County Literacy Field Guide at www.bcps-literacyguide.com.

OVERVIEW OF INTERMEDIATE (GRADES 4-5) INTERDISCIPLINARY PERFORMANCE TASKS

Fourth Grade				
Quarter, Task # Conceptual Topic / Topic	Task Focus	Materials /Resources	ELA Standards <i>**assessed standards</i>	Content Standards <i>All content standards are addressed, not formally assessed.</i>
Quarter 1, Task 1 Native Americans/ Timucuan Indians	This performance task gives students a chance to apply their understanding of how various factors such as resources, location, and climate affected the survival of the Timucuan Indians. Students will apply what they have learned by producing clear and coherent written response that incorporates precise language and textual evidence when explaining about the topic.	Faver-Dyke park program focuses on life of Timucuan Indians article retrieved from http://www.news-journalonline.com/news/20130403/faver-dyke-park-program-focuses-on-life-of-timucuan-indians	LAFS.4.RI.1.1** LAFS.4.RI.1.2 LAFS.4.L.3.6** LAFS.4.L.1.2**	SS.4.A.1.1 SS.4.A.1.2 SS.4.A.2.1 SS.4.G.1.1
Quarter 1, Task 2 Florida: Early Exploration/ Pioneer Life	Students learn about what pioneer life was like in Florida. Students will synthesize and apply their learning in an engaging and authentic way. Students will use the writing process to create a historical fiction narrative in the form of a journal entry from the point of view of a pioneer man, woman, or child. The journal entry will integrate information from various sources to support their writing and demonstrate their learning.	<ul style="list-style-type: none"> • Florida Social Studies, United States History textbook • Rural Florida Family article • Pioneer Life in Florida! Prezi https://prezi.com/lwdxfg8d-tz/pioneer-life-in-florida/ • Note-taking Guide 	LAFS.4.RI.1.1** LAFS.4.RI.1.3** LAFS.4.RI.3.7** LAFS.4.RI.3.9** LAFS.4.W.2.4** LAFS.4.W.3.7 LAFS.4.L.1.2** LAFS.4.SL.1.1	SS.4.A.4.2
Quarter 2, Task 1 Florida Then and Now/ Florida’s Agricultural Past and Present	Students learn about how Florida has changed since the 1800’s. This performance task requires students to integrate information from a paired text set to write an informational piece about the topic. Students will have the flexibility of choosing to focus on any two of the following topics: land development, land use, population, wildlife, and tourism.	<ul style="list-style-type: none"> • The Adventures of Charlie Pierce: The Last Egret. By Harvey Oyer • The Florida Everglades article. 	LAFS.4.RI.1.1** LAFS.4.RI.3.9** LAFS.4.L.1.2** LAFS.4.L.3.6** LAFS.W.2.4**	SS.4.A.1.1 SS.4.A.1.2 SS.4.A.4.1 SS.4.A.8.4

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<p>Quarter 2, Task 2 Engineering Florida’s Future / Florida’s Involvement in the Civil War, The Spanish-American War, and WW II</p>	<p>Students will be given an opportunity to read, write, listen, and speak to learn about Florida’s involvement in the Civil War, Spanish-American War, and WW II. Students will participate in a teacher-led, interactive read aloud of the texts Florida and the Civil War, The Spanish-American War and Florida, and Florida in World War II from the Florida Social Studies, United States History textbook. With guidance from the teacher, students will take notes using the note-taking guide.</p>	<ul style="list-style-type: none"> • Florida Social Studies, United States History textbook • Note-taking Guide 	<p>LAFS.4.RI.1.1** LAFS.4.RI.1.3** LAFS.4.RI.3.9** LAFS.4.W.1.2** LAFS.4.W.2.4** LAFS.4.W.3.7 LAFS.4.SL.1.1 LAFS.4.L.1.2**</p>	<p>SS.4.A.5.1 SS.4.A.6.4 SS.4.A.7.3</p>
<p>Quarter 3, Task 1 African American Studies/ The Greensboro Sit-In Movement</p>	<p>Students will build their knowledge and expertise on the Greensboro Sit-in Movement. They will have an opportunity to listen to an audio recording of an interview of Franklin McCain, an actual member of the Woolsworth’s Sit-in Movement as a firsthand account. Students then begin a close read of a secondhand account, The Greensboro Four, from the North Carolina Museum of History. Students will then work in collaborative groups to analyze, synthesize, make inferences, and draw conclusions by completing a document analysis sheet. As the final performance task, students will independently produce a clear and coherent written response comparing and contrasting the firsthand and secondhand accounts of the Greensboro Sit-in Movement from the point of view for each account.</p>	<ul style="list-style-type: none"> • First hand account – Franklin McCain Interview • Second hand account – The Greensboro Four from North Carolina Museum of History • Document analysis sheet • Summary handout sheet • Comparison matrix 	<p>LAFS.4.RI.1.1** LAFS.4.RI.2.6** LAFS.4.RI.3.9** LAFS.4.W.2.4** LAFS.4.L.1.2** LAFS.4.L.2.3** LAFS.4.SL.1.2</p>	<p>SS.4.A.1.1 SS.4.A.6.3</p>

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<p>Quarter 3, Task 2 Technological Influences on Florida’s Growth / Florida’s Boom and Bust</p>	<p>Students will build proficiency in writing an informative piece examining the details on the causes and effects of the 1920’s Florida land boom and bust through a teacher-led interactive read aloud. Students will use their note-taking guide to integrate information learned through the text set, and use this information in their written response in the form of a flip book.</p>	<ul style="list-style-type: none"> • Unit 4, Lesson 1 and 3, Florida Social Studies, United States History textbook. • Note-taking guide 	<p>LAFS.4.RI.1.1** LAFS.4.RI.1.2 LAFS.4.RI.1.3** LAFS.4.W.2.4** LAFS.4.W.3.7** LAFS.4.SL.1.1 LAFS.4.L.1.2**</p>	<p>SS.4.A.6.1 SS.4.A.6.3 SS.4.A.7.1</p>
<p>Quarter 4, Task 1 Engineering Florida’s Future/ Florida on the Move</p>	<p>Students build knowledge of modes of transportation developed in the 1800’s. Students begin by participating in an interactive read aloud and reading additional sources independently or with a partner. As the final performance task, students will write an informational piece on the mode of transportation of their choice, how it has changed over time, and how it was helpful to the growth of Florida’s economy.</p>	<ul style="list-style-type: none"> • Unit 3, Lesson 4 Florida Social Studies, United States History textbook. • Paddlewheel Steamships • Growth of Florida’s Railroads • Note-taking Guide 	<p>LAFS.4.RI.1.1** LAFS.4.RI.1.3** LAFS.4.RI.3.7** LAFS.4.RI.3.9** LAFS.4.W.1.2** LAFS.4.W.2.4** LAFS.4.W.3.7 LAFS.4.SL.1.1 LAFS.4.L.1.2**</p>	<p>SS.4.A.4.1</p>
<p>Quarter 4, Task 2 Engineering Florida’s Future / Florida’s Economy</p>	<p>Students will explore how various factors increase the economy for a geographic area. They begin by participating in a teacher-led interactive read aloud of the text Florida’s Economy in their Social Studies textbook. With guidance from the teacher, students will take notes on the four specific categories of Florida’s economy. Students will have an opportunity to collaboratively discuss the notes they took and make revisions. For their performance task, students will use the information from their notes, and information from other resources, to create an informational poster on one category that supports Florida’s economy.</p>	<ul style="list-style-type: none"> • Tourism in Florida article retrieved from http://fcit.usf.edu/florida/lessons/tourism/tourism1.pdf • Unit 5, Lesson 2, Florida’s Economy, Pgs. 188 – 195 from Florida Social Studies, United States History textbook. • Note-taking Guide 	<p>LAFS4.RI.1.1** LAFS.4.RI.1.2 LAFS.4.RI.1.3** LAFS.4.RI.3.7** LAFS.4.RI.3.9** LAFS.4.W.2.4** LAFS.4.W.3.7 LAFS.4.SL.1.1 LAFS.4.L.1.2**</p>	<p>SS.4.A.6.1 SS.4.A.8.3 SS.4.A.8.4</p>

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Fifth Grade				
Quarter, Task # Conceptual Topic / Topic	Task Focus	Materials /Resources	ELA Standards *assessed standards	Content Standards <i>All content standards are addressed, not formally assessed.</i>
Quarter 1, Task 1 United States Geography / The Regions of the United States	Students will explore the physical characteristics and the climate of the six regions of the United States. Students then create a foldable representing each of the six regions. For each region, students will include information learned through their reading that reflects their understanding of the climate and physical characteristics. Students must integrate information learned from the two sources in their foldable.	<ul style="list-style-type: none"> • Unit 1, Lesson 2 Geography of the United States, pgs. 16 – 27, Florida Social Studies United States History • The Six Regions National Geographic Kids handout, United States map. 	LAFS.5.RI.1.1** LAFS.5.RI.1.2** LAFS.5.RI.1.3** LAFS.5.RI.3.7** LAFS.5.RI.3.9**	SS.5.G.1.3 SS.5.G.1.6
Quarter 1, Task 2 The Age of Exploration/ Spanish, French and Dutch Explorers	Students learn about the tools that early explorers used to help them in their discovery of North America. Students draw information from a digital source on several explorers in North America. They will use a note taking guide to record important facts/details about the explorers. For their performance task, students select an explorer to research further, and complete a History Frame chart. Students will have an opportunity to demonstrate their knowledge through a PowerPoint presentation, poster, or a booklet with illustrations and details.	<ul style="list-style-type: none"> • Discovery Education video, https://app.discoveryeducation.com/learn/videos/11C6D68F-F3C1-4289-8078-252FDC0F80A2?hasLocalHost=false • Note taking guide, handout • Florida Social Studies, United States History textbook: The Age of Exploration, Lessons 2 and 3 (pages 87-97) • History Frame, handout • Explorers of the New World, Excerpts from www.History.com 	LAFS.5.RI.1.1** LAFS.5.RI.1.2** LAFS.5.RI.1.3** LAFS.5.RI.3.7** LAFS.5.RI.3.8** LAFS.5.RI.3.9**	SS.5.A.3.2 SS.5.A.3.3

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<p>Quarter 2, Task 1 Surviving in the New World / Roanoke.</p>	<p>Students will explore about the lost settlement, Roanoke through an interactive read aloud. Students will gather relevant details and significant information from the text during the read aloud. For the performance task, students will choose one of the five theories presented at the end of the story that they think supports what really happened. Students will build proficiency In writing an opinion piece, providing evidence accurately from the text to support the chosen theory.</p>	<ul style="list-style-type: none"> • Roanoke: The Lost Colony by Heidi E. Y. Stemple and Jane Yolen • Readworks: Colonization and The Revolutionary War, Roanoke: The Lost Colony 	<p>LAFS.5.RI.1.1** LAFS.5.L.1.2** LAFS.5.L.3.6** LAFS.5.W.2.4 LAFS.5.W.3.9**</p>	<p>SS.5.A.1.1 SS.5.A.1.2 SS.5.A.3.2 SS.5.A.3.3 SS.5.A.4.3</p>
<p>Quarter 2, Task 2 Geography / Effects of Weather</p>	<p>Students will launch their learning by exploring the effects that weather specific to an area of the United States (i.e. state, region, city, county, or neighborhood). For their performance task, students will select one area of the U.S, and research how weather impacts people, activities, animals, plants, environment, ecosystem, and economy within their selected area. Students will then produce an informational written response that integrates information learned from sources. The student must support their analysis, reflection and research by citing evidence, and quoting accurately from the text.</p>	<ul style="list-style-type: none"> • Capabilities for digital research • Books / articles on weather. 	<p>LAFS.5.RI.1.1** LAFS.5.RI.2.4 LAFS.5.RI.3.9** LAFS.5.W.2.4 LAFS.5.W.3.7** LAFS.5.W.3.8** LAFS.5.L.1.2** LAFS.5.L.3.6**</p>	<p>SS.5.G.1.2 SS.5.G.1.3 SS.5.G.4.2 SC.5.E.7.5 SC.5.E.7.6</p>
<p>Quarter 3, Task 1 Building a New Nation/ The American Revolution</p>	<p>Students will explore two revolutionary war heroes, Sybill Ludington and Paul Revere. Students will be required to integrate information from three texts to compare and contrast Sybil Ludington’s and Paul Revere’s experiences during their historical “midnight rides”. For the performance task, students will produce a written response, stating their opinion on which revolutionary war hero was most important to the outcome of the war. Their writing must include relevant evidence that supports their opinion.</p>	<ul style="list-style-type: none"> • Sybil Ludington’s Midnight Ride by Marsha Amstel from Social Studies Series Read Aloud selection. • Colonization and Revolutionary War Paul Revere’s Ride and the Shot Heard Around the World text from Readworks.org • The Landlord’s Tale: Paul Revere’s Ride by Henry Wadsworth Longfellow poem from Readworks.org • Opinion Writing Graphic Organizer 	<p>LAFS.5.RI.1.1** LAFS.5.RI.1.3** LAFS.5.RI.2.4** LAFS.5.RI.3.9** LAFS.5.W.2.4** LAFS.5.W.1.1** LAFS.5.L.1.1**</p>	<p>SS.5.A.5.1 SS.5.A.5.2 SS.5.A.5.4 SS.5.A.1.1 SS.5.A.1.2</p>

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<p>Quarter 3, Task 2 Founding a Nation / The Bill of Rights</p>	<p>Students build on their knowledge on how American’s gained their freedom from Great Britain during the Revolutionary War. They will explore how the colonists decided to protect their rights by reading about The Bill of Rights. Students will complete a three part performance task. For the first part, they will acquire new academic, domain specific vocabulary by using context clues from the text. Then students will apply their knowledge learned from the text The Bill of Rights: The First Ten Amendments to the Constitution to real world situations. Lastly, students will demonstrate their understanding of the Bill of Rights through a written response stating their opinion on why the Bill of Rights is necessary.</p>	<ul style="list-style-type: none"> • Journeys Civics Lesson 6, The Bill of Rights, Handout 1 • The United States Constitution, Handout 2 • Attachment A, The Bill of Rights • Attachment B, The Bill of Rights: The First Ten Amendments to the Constitution • Handout 4 	<p>LAFS.5.RI.1.1** LAFS.5.RI.2.4** LAFS.5.RI.2.5** LAFS.5.RI.3.9** LAFS.5.W.3.9**</p>	<p>SS.5.C.1.3 SS.5.C.1.5 SS.5.C.3.5</p>
<p>Quarter 4, Task 1 Early Expansion / Westward Expansion</p>	<p>Students learn about the Westward Expansion. Student will participate in an interactive read aloud by gathering relevant information and key details under each heading in the text. Students will then have an opportunity to watch a video on The Expedition of Lewis and Clark from Discovery Education and continue to take notes using their note taking guide. Students will then independently read a third text, The American Fur Trade and add new facts and details learned from their text to their notes. As the final performance task, students will integrate and synthesize information from the readings and videos as they write a diary entry from the point of view of one of the members of the Corps of Discovery. For their diary entry, students must develop an imagined experience using descriptive details, and clear sequence of events from the Lewis and Clark Expedition.</p>	<ul style="list-style-type: none"> • Florida Social Studies, United States History Textbook, Early Expansion, pgs. 246-251 • Discovery Education, The Expedition of Lewis and Clark 1804-1805 retrieved from https://app.discoveryeducation.com/learn/videos/B52A717C-1288-4994-95B9-509940C352ED?hasLocalHost=false • Journeys Leveled Reader, The American Fur Trade pgs. 7 and 8. • Note-Taking guide 	<p>LAFS.5.RI.1.1** LAFS.5.RI.1.2** LAFS.5.RI.3.7** LAFS.5.RI.3.9** LAFS.5.W.1.3** LAFS.5.L.1.1** LAFS.5.SL.1.1</p>	<p>SS.5.A.6.1 SS.5.A.6.2 SS.5.A.6.4</p>

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Quarter 4, Task 2 Early Expansion/ Industrial Revolution	Students will explore the Industrial Revolution. With the teacher's assistance, and the implementation of a RAN Chart, students will participate in a close analytical read of The Industrial Revolution text in their social studies textbook. Using the information collected during the readings, students will create a timeline. The timeline will include significant dates in chronological order, academic vocabulary learned through the readings, and relevant details and facts about the Industrial Revolution.	• Handout 1 – excerpt from Lesson 3, Unit 7, The Industrial Revolution, Pgs. 258 – 262 in the Florida Social Studies, United States History textbook.	LAFS.5.RI.1.1** LAFS.5.RI.1.2** LAFS.5.RI.1.3** LAFS.5.RI.2.4** LAFS.5.W.1.2** LAFS.5.SL.1.1	SS.5.A.1.2 SS.5.A.6.3
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