Task Two: Constructing a Performance Task

**The World is ending! Looking for Literature experts to help start a new civilization on Saturn!**

**For today’s lesson we will be taking on the role of a literature experts and leaving behind our normal roles of students and teacher. In order to do this we must recall the key details and main idea from the literature we selected.**

 

First students will be given a list of age appropriate literature to select from. After they have selected their text they will begin reading it and paying attention to the main details of the story. Once they have read the story they will begin retelling the story and its main ideas and details through writing. Students are then going to be paired up based on their selected text. This ensures the partner who is doing the scoring knows that the text is about, and can accurately score whether the other partner has included sufficient key details, and mastered the main idea. One partner will start by reading their writing to their partner while the other partner scores their paper on the given rubric. Once the first partner has finished it will be the second partner’s turn to read their paper and have the first partner score their paper.

Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria  | O Points  | 1 Points  | 2 Points | 3 Points |
| States the main idea of the story in their writing. | Does not state the main idea of the story. | Attempts to state the main idea of the story. | States the main idea of the story correctly, but with few details. | States the main idea of the story in great detail. |
| Accurately describes main characters. | Does not mention characters in their writing. | Describes only one character. | Describes some details of the main characters. | Accurately describes all of the main characters. |
| Describes how the characters contribute to the events that take place. | Does not mention characters in their writing. | Describes one character and some of the major events in the story. | Describes one character and their role in the major events of the story. | Describes multiple characters and their roles in major events. |
| Describe four or more key details from the story | Does not include key details. | Includes one to two key details. | Includes three key details. | Includes four or more key details.  |

Task Two: Constructing a Performance Task Reflection

 The performance task created above accurately aligns with the selected standards from Task one. The standards selected state that students must be able to recall key details in a selected text, as well as describing the characters and their actions in the text. In order to successfully complete the performance task the students must select a text from a previously selected group of literature that is age level appropriate, as well as reading level appropriate for the students in the class. The students start the task by reading their selected text. They will be paying attention to the characters, events, key details and main ideas in the story. Once they have read the story in its entirety they will move to the second task, which is their writing. They must recall the story using the key details, and insuring they state the main idea of the story. While the students are working on this I will arrange partners based on which students selected the same text, as well as skill levels if there are more then two students who have selected the same text. By grouping students by the story they read it will ensure accurate scoring of the students writing. When both partners have successfully finished the writing portion of the assessment they will meet to discuss their writing. There will be a partner A and a partner B. While student A is reading their paper, student B will be using the above rubric to score the other partners paper. Partner B will then explain their ratings to the Partner A. The students will then switch roles so that both partners have a chance to have their paper scored by a peer. When they have completed their work in pairs they will go back and make corrections based off of the peer feedback before handing the paper in for a final scoring.