Using Performance Tasks to Dig Deeply into Thinking!



On the to Enhancing Student Engagement Using Critical Thinking

Our outcomes for this session:

You will be able to:

- Develop or revise a performance task or existing strategy that fits your specific course/curriculum;
- Evaluate the soundness of the task;
- Review appropriate evidence documents for a task; and
- Discuss good evaluation techniques, including rubrics.

Let's review for a minute...

- Think of content that would lend itself to a "task" that requires critical thinking and problem-solving;
- Create a "product" that is authentic (memo, presentation, plan of action, report)
 - Design clear evaluation criteria and rubrics to provide for self-evaluation and diagnostic feedback on strengths & weaknesses
- Note: You would have designed the task by determining learning outcomes <u>first</u> (backward design)

How was this a Performance Task?

- Used authentic scenario for active engagement
- Mirrored the ambiguity and complexity of real-world challenges, ie., information may be conflicting or partial, or have competing frameworks
- Engaged higher-order thinking, with a focus on analyzing, synthesizing, & applying evidence to arrive at a judgment or decision

A task to warm up and venture across the road...



Let's start with a creative (and playful) tune up...

- Brainstorm ideas for a performance task scenario that incorporates your two labels.*
- The scenario should:
 - give the student a specific role
 - include a decision to be made (with appropriate opposition)
 - have an authentic product
 - have some appropriate stakes to add urgency
 - *For Example: "cheerleader" and "senior day"

Ideas for performance tasks...take a moment to discuss:

EITHER...

Ideas for performance tasks that you've already thought of...

OR...

The performance task scenario you just designed from your two labels.

Now, put your choice through the Reality Check "card"

Does it measure up?

Introducing Performance Tasks takes time...

One has to...

- Determine the desired outcomes;
- Determine the amount of time involved both in preparation & execution;
- Design the evidence documents to be used; &
- Determine the type of assessment(s) and rubrics to measure the outcomes.

BUT...one can start out slowly...a little at a time.



A Step-by-Step Approach

On your tables is a step-by-step approach to creating a performance task similar to the ones used on the CLA (Collegiate Learning Assessment). Let's look at the preliminary questions and set-up, as well as analytic writing options.

Using examples from what you are already doing in your classes (or have created today), brainstorm some possible evidence/documents...

- Personal statements?
- Data analysis?
- Sources of bias?
- Validity of anecdotal information?
- Comparing data?
- What else?



At this point, you are ready for your assessment(s) &

- Rubric
- Match your student outcomes & assessments; what type of assessment (and scoring) will measure the outcomes you desire (good analysis, critical thinking, team work)?
- Do you want only individual scores, group scores, or both?
- Is your goal to assess writing effectiveness?
- You may need more than one rubric!

Let's look at a sample rubric...

http://www.youtube.com/watch?v=hFU8LzWDsXM



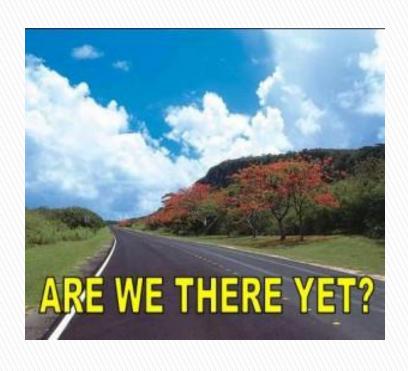
ON LAUGHTER!

Sample Rubric on Laughter

Check out the following rubric:

http://books.google.com/books?id=VTbyCyXs 8qwC&pg=PA31&lpg=PA31&dq=Rubric+for+l aughing&source=bl&ots=_MtKx9mYvJ&sig=wh KXRpLpe0xNh72jaSZizhiTvS0&hl=en&sa=X&ei =1bwcUvyFA8a0ygHzh4ClAQ&ved=0CDMQ6AE wAg#v=onepage&q=Rubric%20for%20laughing &f=false

Rubrics continued...



- Rubrics are not always easy to construct;
- Don't try to re-invent the wheel...use premade rubrics & alter them;
- Don't always think of traditional grades, rather think mastery of skills & feedback.

http://www.aacu.org/value/rubrics

http://rubistar.4teachers.org/

Next Steps...

Success

- Start small;
- Work with a partner or group to devise tasks and create evidence;
- Create some tasks that are multi-disciplinary;
- Commit to trying a task this semester or designing over the summer.

Your efforts will be rewarded with positive student engagement and some good thinking!

