

# Using Performance Tasks to Dig Deeply into Thinking!



*On the  to Enhancing Student Engagement Using Critical Thinking*

*\*images courtesy of Google Images*

# 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 first (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) &



- ▶ 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=VTbyCyXs8qwC&pg=PA31&lpg=PA31&dq=Rubric+for+laughing&source=bl&ots=\\_MtKx9mYvJ&sig=whKXRpLpe0xNh72jaSZizhiTvS0&hl=en&sa=X&ei=1bwcUvyFA8a0ygHzh4CIAQ&ved=0CDMQ6AEwAg#v=onepage&q=Rubric%20for%20laughing&f=false](http://books.google.com/books?id=VTbyCyXs8qwC&pg=PA31&lpg=PA31&dq=Rubric+for+laughing&source=bl&ots=_MtKx9mYvJ&sig=whKXRpLpe0xNh72jaSZizhiTvS0&hl=en&sa=X&ei=1bwcUvyFA8a0ygHzh4CIAQ&ved=0CDMQ6AEwAg#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 pre-made 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...



- ▶ 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!*

