

Creating a Performance Task

Step 1: Identify a content standard to be taught.
Step 2: Select thinking/reasoning skill processes
Step 3: Write a 1st draft of the task incorporating Steps 1 and 2.
Step 4: Identify standards from Learner Performance goals (LLL) to be included and revise task to make these standards explicit.
Step 5: Identify what kind of product/performance will be produced, add it to the performance task description.

Teaching A Thinking Skill

- Introduce skill
Give several examples
Discuss its importance
(when, where, how to use it)
- Explain mental processes to do the thinking, model the process
- Let students practice the skill several times using personal, easy to understand content
- Put the skill into the content of your academic content.
- Model, model, model, model!

Example: Classify orchestra instruments by the categories of “wind” and “struck or plucked”.

Classifying

(2 of 13 thinking/reasoning skill processes)

Grouping items into definable categories based on their attributes

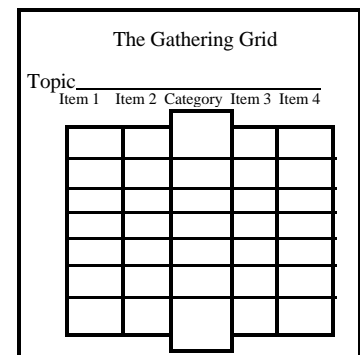
Questions the process helps explore:

- What things do I want to classify?
- What groups can I put things into?
- What are the rules governing membership in these groups?
- What are the defining characteristics of each group?

Steps in the process:

- Identify the items you want to classify.
- Select what seems to be an important item and identify other items like it based on their attributes.
- State the rule that describes membership in this category.
- Select another item and identify others that are like it.
- State the rule that describes membership in this category.
- Repeat the previous two steps until all items are classified and each category has a rule that describes it.
- If necessary, combine categories or split them into smaller categories and state the rules for those categories.

Optional Graphic Organizer:



Classifying

Choice Box

Items to be classified:

Category #1

Rule:

Category #2

Rule:

Category #3

Rule: