

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: Draw conclusions about three different types of art.

Inductive Reasoning

(3 of 13 thinking/reasoning skill processes)

Inferring unknown generalizations or principles from observation or analysis.

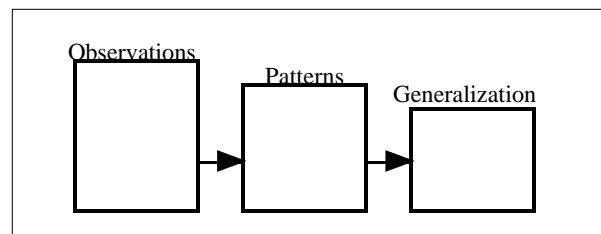
Questions the process helps explore:

- What specific information do I have?
- What connections or patterns can I find?
- What general conclusions or predictions can I make.
- When I get more information, do I need to change my general conclusions or predictions?
- Concluding/generalizing what can be drawn from this. Identifying what is the probability for it and what is the support for the conclusion?

Steps in the process:

- Focus on specific pieces of information or observations. Try not to assume anything.
- Look for patterns or connections in the information you have identified.
- Make a general statement that explains the patterns or connections you have observed.
- Make more observations to see if your generalization or principle holds up; if it does not, change it has necessary.

Optional Graphic Organizers:



Inductive Reasoning

“What conclusions could be drawn from the data?”

If

