

# **SBAC Performance Task Specifications**

## **Role of SBAC Performance Tasks**

Taken during the final twelve weeks of the school year, the SBAC summative assessments for accountability will have two components: a comprehensive end-of-year computer adaptive assessment and performance tasks. These assessments in English language arts (ELA) and mathematics will provide measures of students' achievement, academic growth, and progress toward college and career readiness.

As defined in the SBAC Race to the Top application, performance tasks will provide measures of students' ability to integrate knowledge and skills across multiple [content] standards – a key component of college and career readiness. Performance tasks will be used to measure capacities such as depth of understanding, research skills, and complex analysis, which cannot be adequately assessed with selected-response or constructed-response items.

## **General Guidelines for Development of Performance Tasks**

The SBAC Performance Task Work Group has offered general guidance for the development of performance tasks in the form of the essential characteristics of tasks identified below.

### **A performance task must:**

- \* **Integrate knowledge and skills across multiple standards or strands** – Tasks should encompass and/or cut across multiple standards and multiple strands, although in ELA items may focus predominantly on reading, writing, or speaking and listening.
- \* **Measure capacities such as depth of understanding, research skills and/or complex analysis with relevant evidence**
- \* **Require student-initiated planning, management of information and ideas, interaction with other materials** - In the reading and writing tasks, students have an opportunity to plan their responses and manage and interact with information/data gained through reading or listening to/viewing texts.
- \* **Require production of more extended responses (e.g., oral presentations, exhibitions, product development, in addition to more extended written responses which might be revised and edited)**
- \* **Reflect a real-world task and/or scenario-based problem** - Performance tasks should incorporate real world, college- and career-related skills that require students to accomplish complex goals over a period of time. Tasks should be multi-stepped and allow for reflection and revision.

\* **Allow for multiple approaches** - Writing tasks should encourage multiple approaches to develop and organize ideas, (e.g., narrative writing might be used to support the presentation of an argument, while analysis and synthesis might be used to convey ideas in a narrative).

\* **Represent content that is relevant & meaningful to students**

\* **Allow for demonstration of important knowledge & skills, including those that address 21st century skills such as critically analyzing, synthesizing media texts** – Performance tasks should focus on fluent and effective communication of content that reflects a student’s progression up to the current grade. Performance tasks are really evidence that a student has collected all of the relevant information necessary across years to successfully engage in the current grade-level standards. These tasks will incorporate knowledge of prior grades by necessity, even though the major focus is on the standards for the current grade level.

\* **Allow for multiple points of view & interpretations** – Student responses should allow for more than one valid interpretation or viewpoint: it is the quality of support that is marshaled in support of a position, for example, not the particular position taken that is important in the success of items asking for a persuasive response. Multiple viable arguments should be able to be made based on the prompts and texts included in each performance task.

\* **Require scoring that focuses on the essence of the task**

\* **Seem feasible for the school/classroom environment** - Performance tasks are constructed so they can be delivered effectively in the school/ classroom environment. Some considerations that require attention are: student-teacher interactions, materials/technology necessary for completion of task, and allotted time for assessment. To the extent possible, performance tasks will adhere to a framework that can be used

- by item writers to develop new tasks that focus on different content but are comparable both qualitatively and statistically, and
- by classroom teachers for effective instruction and as meaningful preparation for sound assessment.

## **General Specifications for SBAC Performance Tasks**

Specifications presented in this section pertain to all SBAC performance tasks. To avoid unnecessary repetition, however, cross-component specifications that have been developed by groups other than the performance task team are not presented here even though those specifications are relevant to performance tasks. Such cross-component specifications include specifications for stimulus materials, all items and performance tasks, and scoring rubrics, as well as guidelines for formatting and style, bias and

sensitivity, and accessibility and accommodations. However, if additional specifications are required in these areas for performance tasks, they are included. Similarly, most specification areas for which unique specifications are necessary for ELA and mathematics or for different grade levels, are addressed in the detailed target-specific ELA and mathematics specifications and only minimally here, if at all, under “General Specifications.”

**Overall structure of tasks** – All SBAC performance tasks will consist of three basic components: stimulus presentation, information processing, and scorable product or performance. More detail on the possibilities within these components is presented in specifications for ELA and mathematics performance tasks. All tasks, as the students see them, will begin with the following pieces of information to be read by the students before they encounter directions to begin any work:

- “Your Assignment” – a two- to four-sentence overview of the entire task, possibly in the form of a scenario establishing a context and purpose for the performance;
- “Steps you will be following” – a list of all the major steps of the task so that the students will be informed at the start of what will be expected throughout the task;
- “How your work will be scored” – a description of the criteria for the evaluation of all products/presentations to be scored.

Because performance tasks involve multiple texts and/or other resources that students need to access at various stages as they prepare for and create their final products/presentations, computer screens will make these resources available in an efficient, user-friendly format.

**Task administration/setting** – All tasks will be administered in controlled classroom settings with time limitations established by grade and subject.

**Allowable teacher and peer interactions** – Some tasks will require teachers to play more than a monitoring role or will require small group work by students. However, teachers and peers are not to offer assistance to students as they produce their final scorable products or presentations.

**Organization of complex task directions** – Dense text will be avoided. To the extent possible directions, requirements, and needed information or guidance will be provided via bullets, tables, etc. and will be presented separately by task part or phase.

**Stimulus complexity** – Text readability/complexity (including script of video stimuli) should be one grade below grade level since reading is not being assessed.

**Vocabulary** – Definitions of specialized terminology/vocabulary will be provided within the text of task directions.

**Student work to be evaluated** -- Whether small group work is involved in a task or not, all scorable products or performances will reflect individual student work. Every task will lead to multiple scorable products or products with multiple scorable components or

attributes. Included in the task directions will be information to the students on what aspects of their work will be scored.

**Scoring requirements** – All tasks will lead to scores for individual students with a total score range per task of at least 20 points, to be achieved by totaling points across components or attributes and not by a single holistic score. Separate, unique rubrics for components or attributes will be used.

**Task templates/forms** – In addition to the task directions themselves as students will see them, task forms completed by task developers will include, among other things, information on targets measured, time allocations, allowable tools and other resources, scoring criteria, depth of knowledge, and special teacher directions.

## General English Language Arts and Literacy Detailed Performance Task Specifications

### Structure of tasks:

Performance Task		
Stimulus	Information Processing	Product/Performance
<ul style="list-style-type: none"> <li>• readings</li> <li>• video clips</li> <li>• audio clips</li> <li>• research topic/issue/ problem</li> <li>• graphs, charts, other visuals</li> </ul>	<ul style="list-style-type: none"> <li>• note taking</li> <li>• comprehension questions</li> <li>• small group discussion/notes</li> <li>• investigation/search (group or indiv.)</li> <li>• simulated internet search</li> <li>• use of tools such as T-charts, Venn diagrams, and other graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• essay/report</li> <li>• oral presentation w/wo graphics, other media</li> </ul>

A performance task could involve any stimulus-information processing-response combination. The maximum number of stimuli per task will increase with grade level, from one or two at grade 3 to as many as five at the high school level. Task directions will indicate if/how stimuli are to be used and/or referenced. The table above allows scorable student work in writing, speaking, and research (the latter resulting in written or spoken products). Reading and collaboration are involved, but will not be scored. Language use will be addressed through writing and speaking. Note taking and comprehension questions referred to in the table above may or may not be scored, depending what is being measured by the task. If not scored, these serve as pre-writing tasks and/or scaffolding to minimize the effect of lack of content understanding if writing or speaking skill is being measured.

**Allowable tools** – Allowable tools will be specified in the task templates/forms. Generally, for the production of scorable writing, students will have access to spell check and thesauruses, but not to grammar check.

**Grade 3 ELA**

**Time length** – 60 to 90 minutes over two days

**Grade 4–7 ELA**

**Time length** -- 90 to 120 minutes over two days

**Grade 8-11 ELA**

**Time length** – 180 minutes over three days

**Task structure** -- At grades 8-11, all ELA tasks will assess either research and writing or research and speaking.

**General Mathematics Performance Task Specifications**

**Structure of tasks:**

Performance Task		
Stimulus	Information Processing	Product/Performance
<ul style="list-style-type: none"> <li>• graphs</li> <li>• video clips</li> <li>• maps</li> <li>• geometric figures</li> <li>• 2-D and 3-D models</li> <li>• spreadsheets</li> <li>• data bases</li> <li>• areas of math content (alg, geom....)</li> <li>etc.</li> </ul>	<p><b>Tools</b></p> <ul style="list-style-type: none"> <li>• calculators</li> <li>• measurement devices</li> <li>• data analysis software</li> <li>• geometric simulation and construction tools</li> <li>• context/scenario specific simulations</li> <li>• equation editor tool</li> <li>etc.</li> </ul> <p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• comprehension questions</li> <li>• small group discussion/notes</li> </ul>	<ul style="list-style-type: none"> <li>• essay/report on problem solution w/mathematical justification</li> <li>• oral presentation w/wo graphics, other media</li> <li>• math-based design</li> <li>• graphic displays</li> <li>• 2-D, 3-D models</li> <li>• mathematical proof</li> <li>etc.</li> </ul>

	<ul style="list-style-type: none"> <li>• investigation/search (group or indiv.)</li> <li>• analyses</li> <li>• mathematical proofs</li> <li>etc.</li> </ul>	
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A performance task could involve any stimulus-information processing-response combination.

**Grade 3 Math**

**Time length** – 45 minutes per performance task and 45 minutes for multiple, extended CRs that require human scoring

**Grade 4-11 Math**

**Time length** – 60 to 120 minutes per performance task and 45 to 60 minutes for multiple, extended CRs that require human scoring – time allotments for these two components will be less for younger students, increasing to the maximums shown for high school students.

NOTE: Additional performance task specifications are provided in the claim/target-specific tables developed by specialists in English language arts and mathematics.

## **Attachments**

- **ELA Sample Performance Task Form**
- **Mathematics Sample Performance Task Form**

## ELA Sample Performance Task

Sample Item ID:	<b>ELA.Gr.PT.ClaimX.XXXXXX.TargetX.XXX</b>
Title:	
Grade:	
Claim(s):	
Assessment Target(s):	
Standard(s):	
DOK:	
Difficulty:	
Item Type:	Performance Task
Score Points:	
Task Source:	
How this task addresses the “sufficient evidence” for this claim:	
Target-specific attributes (e.g., accessibility issues):	
Stimulus:	
Acknowledgments:	
Notes:	

***Task Overview:***

***Teacher preparation / Resource requirements***

***Teacher Directions:***

***Pre-Task Activity:***

*Time Requirements:*

*Student Directions (the Task):*

**Your Assignment:**

**Steps you will follow:**

**How your work will be scored:**

**Directions for Part X:**

	<i>Scoring Rubrics</i>
<b>4</b>	
<b>3</b>	
<b>2</b>	
<b>1</b>	
<b>0</b>	

*Scoring Notes:*

*Score Point 4 Sample:*

*Score Point 3 Sample:*

***Score Point 2 Sample:***

***Score Point 1 Sample:***

***Score Point 0 Sample:***

## Mathematics Sample Performance Task

Sample Item ID:	MAT.GR.PT.C.CLUST.T.xxx
Title:	
Grade:	
Claim(s):	
Domain and Assessment Target(s):	
Standard(s):	
Practice(s):	
DOK:	
Item Type:	PT
Score Points:	
Difficulty:	
How this task addresses the “sufficient evidence” for this claim:	
Target-specific attributes (e.g., accessibility issues):	
Stimulus/Source:	
Notes:	

Task Overview:

Teacher preparation / Resource requirements:

Teacher Responsibilities During Administration:

Time Requirements:

The Task:
Verdana 14 pt.

Sample Top Score Responses:

Scoring Notes:

Scoring Rubric:

**Delete all text below this line after you have written the task.**

### **Instructions for completing the item/task template**

**Sample item ID:** Specify the sample item ID (ex. "MAT.GR.IT.C.CCLU.T.xxx")

MAT – Mathematics

GR – 03, 04, 05, 06, 07, 08, or HS

IT – Item type (PT, SR, CR, or TE)

C – Claim number 1, 2, 3, or 4

CLU – Content Cluster letters from CCSSM (e.g., AO, MD, ...from 1-5 digits)

T – Assessment target alpha (A, B, C, D)

xxx – Item number - leave alone for now, will be assigned after acceptance

**Title:** Performance tasks will be titled for convenience during discussion.

**Grade:** Specify the grade level for which the task is to be administered.

**Claim(s):** Enter the number and text of each SBAC claim. If the task is to be coded to more than one claim, start with the primary claim and then continue with secondary and tertiary claims.

**Domain and Assessment Target(s):** Starting with assessment targets from the primary claim, enter the SBAC target alpha character(s) and the text of each SBAC assessment target. For targets aligned to Claim 1, be sure to include the content domain.

**Standard(s):** Enter the Common Core State Standards codes to which the task is coded.

**Practice(s):** Enter the Common Core Standards for Mathematical Practice codes to which the task is coded.

**DOK:** Specify the Depth of Knowledge (cognitive complexity) level (1-4).

**Item Type:** This template is for performance tasks only. The template is pre-coded *PT* for performance task.

**Score Points:** Specify the total point value of the task.

**Difficulty:** Specify the estimated difficulty of item (L=Low, M=Medium, H=Hard). Base the level on the percentage of students that would be expected to score more than two-thirds of the available score points as follows:

Low – more than 70%

Medium – between 40% and 70%

Hard – fewer than 40%

**How this task addresses the "sufficient evidence" for this claim:** Briefly describe the evidence that students will produce to support an evaluation of the claim(s) to which the task is coded.

**Target-specific Attributes:** Specify the target-specific attributes (e.g., accessibility issues).

**Stimulus/Source:** Specify any stimulus material used and/or sources of factual information. All sources must be reliable and reproducible. If none, leave blank.

**Notes:** Add any notes here that you believe will aid in understanding of the purpose of this sample item.