

# PERFORMANCE TASK ANALYSIS

**SUBJECT:**

**TASK NAME:**

**STANDARDS ASSESSED AND LEARNING OBJECTIVES:**

**BRIEF DESCRIPTION OF TASK:**

TASK ELEMENT	1 NOT DEMONSTRATED	2	3 PARTIALLY DEMONSTRATED	4	5 CLEARLY DEMONSTRATED
THE TASK IS SOL-BASED AND MEETS THE OBJECTIVES AND DEPTH OF KNOWLEDGE OF THE STANDARDS.					
THE BULK OF STUDENT TIME ON THE ASSIGNMENT INVOLVES THE STUDENT ENGAGING WITH THE CONCEPTS AND SKILLS BEING ASSESSED.					
IT IS IMPOSSIBLE TO ACCOMPLISH THE TASK WITHOUT DEMONSTRATING UNDERSTANDING OF THE CONCEPTS OR SKILLS BEING ASSESSED.					
THE TASK DEMANDS HIGHER-ORDER THINKING SKILLS (ANALYSIS/SYNTHESIS/EVALUATION).					
THE TASK IS INTERESTING AND ENGAGING TO STUDENTS.					
STUDENTS ARE GIVEN CLEAR EVALUATION CRITERIA AT THE BEGINNING OF THE ASSIGNMENT.					
THE TASK ALLOWS FOR MULTIPLE APPROACHES AND PRODUCTS; THERE ARE AMPLE OPPORTUNITIES FOR STUDENT CHOICE.*					
SIGNIFICANT USE OF THE 4 C'S IS DEMONSTRATED (CREATIVITY, COLLABORATION, COMMUNICATION, & CRITICAL THINKING).*					
STUDENTS ARE GIVEN A REAL-LIFE SCENARIO OR ASKED TO PRODUCE A "REAL WORLD" PRODUCT.*					
THE TASK IS INTERDISCIPLINARY.*					
THE TASK INTEGRATES MULTIPLE SOLS.*					

\* INDICATES AN ELEMENT THAT IS NICE TO HAVE, BUT NOT MANDATORY

ROANOKE COUNTY PUBLIC SCHOOLS, MARCH 2015