*Performance Task Development Template*

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| **Step 1: Learning Targets and Success Criteria** | | | | | | |
| **Learning Targets**  **W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  **Science Standard Objective 2**  Describe the water cycle and its impact on daily life.. | | **Transfer** | | | | |
| Students will be able to independently use their learning to examine a topic and convey information clearly. | | | | |
| **Success Criteria** | | | | |
| I can describe the water cycle and its importance.  I can include details from the text to support my description.  I can self-assess my writing using a rubric. | | | | |
| **Step 2: Context** | | | | | | |
| **Text Set** | | | | | | |
| Title: Water Cycle Poem | | | | Description: This literary text describes the water cycle and examines how the cycle benefits us.  <http://sciencepoems.net/sciencepoems/watercycle.aspx#.VXilE1VViko> | | |
| Lexile: NA | | | |
| Qualitative Features: Slightly complex vocabulary, Moderately complex organization, | | | |
| Title: Water Woes (Readworks.org) | | | | Description: This text describes the water cycle and discusses its importance and possible solutions to future problems. This text is a great piece to give students an overview of the concept.  High lexile based on names of people and places. Most text at grade level. <http://www.readworks.org/passages/water-woes> | | |
| Lexile 1050 | | | |
| Qualitative Features: Explicit text, moderately complex text structure, vocabulary, graphics, sentence structure, and subject-matter | | | |
| Title: Thirstin’s Water Cycle | | | | Description:  Animation to show the water cycle.  <http://www.epa.gov/safewater/kids/flash/flash_watercycle.html> | | |
| Lexile: NA | | | |
| Qualitative Features: Slightly complex graphics, moderately complex subject-matter | | | |
| Title: A California town watches its well run dry and its yards die during drought (newsela.com) | | | | Description: This text describes the effects of drought on small California communities and some of the steps they have taken to combat the problem.  <https://newsela.com/articles/waterless-communities/id/5418/> (newsela) | | |
| Lexile: (stair-cased) 970 | | | |
| Qualitative Features: Moderately complex purpose, organization, sentence structure, and subject-matter, slightly complex vocabulary | | | |
| Title: After the Floods (Readworks.org) | | | | Description: This text examines flooding in Pakistan and how people are affected, as well a description of why recovery from natural disasters is a slow process in poor countries.  <http://www.readworks.org/passages/after-floods> | | |
| Lexile: 760 | | | |
| Qualitative Features: Slightly complex meaning, Slightly complex text structure, moderately complex language features, slightly complex knowledge demands. | | | |
| Title: Where’s the Water? | | | | Description: This text describes water and the issues people face in Central California when droughts take over. Powerful text for quotes that could be inserted into an informative piece.  <http://search.ebscohost.com/login.aspx?direct=true&db=prh&AN=100888116&site=ehost-live> | | |
| Lexile: 940 | | | |
| Qualitative Features: Very complex text structure, Slightly complex purpose, moderately complex language features, moderately complex knowledge demands. | | | |
| **Step 3: Performance Task** | | | | | | |
| After reading “Where’s the Water?”, “ Water Cycle Poem”, “Water Woes”, “A California Town”, “After the Floods”, and “Thirstin’s Water Cycle”, write an informational essay that describes how the water cycle impacts daily life. Support your response with evidence from the texts. Report on the topic using the scoring guide. | | | | | | |
| **Step 4: Scoring Guide** | | | | | | |
| Performance Criteria | 4  Beyond Standard | | 3  Meeting Standard | | 2  Approaching Standard | 1  Not Yet Meeting Standard |
| Focus and Organization  **W.4.2a, W.4.2d** | Responds skillfully to all parts of the prompt.  Demonstrates a strong understanding of topic/text(s)  Controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained  Logically groups related information into  paragraphs or sections, including formatting. | | Responds to all parts of the prompt.  Demonstrates sufficient understanding of topic/text(s)  Focus is clear and for the most part maintained, though some loosely related material may be present  Groups related information into paragraphs or sections,  including formatting (e.g., headings) | | Responds to most parts of the prompt.  Demonstrates limited understanding of topic/text(s)  May be clearly focused on the controlling or main idea, but is insufficiently sustained  Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive) | Responds to some or no parts of the prompt.  Demonstrates little to no understanding of topic/text(s)  Use of evidence from the source material is minimal, absent, in error, or irrelevant  Does not group related information together |
| Evidence and Elaboration  **W.4.2b** | The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, definitions, concrete details, quotations, or other information and examples  Seamlessly embeds the use of precise language and domain-specific vocabulary | | The response provides adequate support/evidence for controlling idea or main idea that includes the use of sources, facts, definitions, concrete details, quotations, or other information and examples  Uses precise language and domain-specific vocabulary | | The response provides uneven, cursory support/ evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, definitions, concrete details, quotations, or other information and examples  Uses little precise language and/or domain-specific vocabulary | The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, definitions, concrete details, quotations, or other information and examples  Precise language and/or domain-specific vocabulary is absent |
| Transitions  **W.4.2c** | Use linking words and phrases skillfully to connect ideas within categories of information. | | Uses linking words and phrases appropriately to connect ideas within categories of information. | | Attempts to use some linking words and phrases to connect ideas. | Uses no linking words or phrases. |
| Conclusions  **W.4.2e** | Effective, insightful  conclusion related to  information presented. | | An adequate conclusion  related to information  presented. | | Conclusion, if present, is  weak and/or is not related to the information  presented. | Conclusion is not present. |
| Speaking and Listening  **SL.4.4, SL.4.5** | Reports on the topic **in a highly organized manner**, uses appropriate facts and relevant, descriptive details **to support main ideas;**  uses **visual displays throughout** and speaks clearly at an understandable pace. | | Reports on the topic **in an organized manner**, uses some appropriate facts and relevant, descriptive details **to support main ideas;**  uses **some visual displays** and often speaks clearly at an understandable pace. | | Reports on the topic **in a partially organized manner**, uses little or no facts and relevant, descriptive details **to support main ideas;** uses **no visual displays** and doesn’t speak clearly. | Reports on the topic **in a disorganized manner,** with no facts and uses irrelevant, non-descriptive descriptive details that provide no support **to the main ideas;** uses **no visual displays** and doesn’t speak clearly. |
| **Step 5: Review and Revisit** | | | | | | |
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