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: A middle school speech teacher periodically clips “Letters to the Editor” from the local paper and makes a copy for each student. In groups, students identify various types of errors and discuss how they can be corrected.

Error Analysis

(5 of 13 thinking/reasoning skill processes)

Identifying and articulating errors in thinking.

Questions the process helps explore:
- What's wrong with this?
- What are specific errors that have been made?
- How can it be fixed?
- Is someone trying to influence my thinking or my actions?
- Does something seem wrong? What is wrong?
- How can I get more or better information?
- How is this information misleading?

Optional Graphic Organizer:

Information

Ask for more information

Bias Clue Sheet

<table>
<thead>
<tr>
<th>Clues:</th>
<th>Notes:</th>
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<tbody>
<tr>
<td>Exaggeration</td>
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<td>Overgeneralization</td>
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<td>Imbalance</td>
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<td>Opinion as Fact</td>
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<td>Charged Words</td>
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<td>TOTALS</td>
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Source: Dimensions of Learning - McREL/R. Billmeyer/Adapted nll • AEA 7 Ed Services 97-98 • Graphic Organizer - Claudette Butler