

# **Performance Task Sample**

## **Title: Types of Electric Circuit - Open and Closed Circuits**

**Objective:** The objective of this performance task is to assess students' understanding of open and closed circuits through a hands-on project. Students will design and construct circuits that demonstrate their knowledge of the characteristics and differences between the two circuit types.

### **Instructions:**

**Research:** Students are required to conduct thorough research on open and closed circuits. They should understand the concepts, components, and how each type functions.

**Design:** Based on their research, students will design circuit diagrams for both open and closed circuits. They need to plan the layout and connections of components. The students should also include a list of a step-by-step plan for the circuit construction.

**Construction:** Using the provided materials (wires, batteries, bulbs, switches, etc.), students will construct their electric circuits according to their experimental design. They should follow their proposed circuit design and ensure that the circuit is properly connected and that the components are functioning correctly.

**Presentation:** Students will design and construct circuits that demonstrate their knowledge of the characteristics, including the flow of electric current, behavior of circuit and differences between open and closed circuits.

### **Assessment Criteria:**

**Accuracy:** The students should be able to identify and classify open and closed circuits. Precise arrangement of components, explanation of behavior and characteristics of each circuit. Including the correct demonstration of the flow of electric current in the circuits.

**Creativity:** Innovative and creative design in circuit construction which features the modifications that enhance the functionality and visual appeal of the circuit model.

**Clarity of Presentation:** The student should be able to explain, in their own words, the difference between open and closed circuits and their impact on the circuit's function.

**Research and Understanding:** To demonstrate their knowledge and understanding of electric circuit concepts, students should present their research and understanding. This includes showcasing their comprehension of open and closed circuits, electrical conductivity, and the role of different components. Their findings should reflect a deep understanding of these concepts and how they can be applied in real-life situations.

# 13 Colonies Performance Task Examples

**Allan A. Glatthorn**

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*Test Prep for CCSS Performance Tasks, Grade 7* Schyrlé Cameron, Carolyn Craig, 2015-01-05 Test Prep for CCSS Performance Tasks is a 64 page three book series for grades six through eight. It focuses on performance tasks aligned with the Common Core State Standards CCSS for English Language Arts Literacy. The series will help familiarize students with tasks and language they may encounter in Common Core assessments. Each book include instruction resources, rubrics, instructional overview, instructional strategies and resources for each performance task. Mark Twain Media Publishing Company specializes in providing captivating supplemental books and decorative resources to complement middle and upper grade classrooms. Designed by leading educators, the product line covers a range of subjects including mathematics, sciences, language arts, social studies, history, government, fine arts and character.

**Formative Assessment in a Brain-Compatible Classroom** Marcia L. Tate, 2024-05-21 Students learn in diverse ways and their grades may not always accurately reflect their true understanding. Marcia L. Tate explores the what, why, and how of assessment to help educators know whether their students are truly learning. Dive into Tate's insightful exploration of building student confidence and nurturing organic student retention and comprehension. Grades K-12 teachers will learn how to create a brain compatible classroom that fosters success and confidence in students when they are assessed. Plan lessons so students know what they should know and be able to do. Ask effective questions to find out if students are really learning what they should learn. Create effective tests. Be able to tell before, during, and after lessons what students know. Contents: Introduction, Chapter 1: What Are the Types of Assessment, Chapter 2: What Evidence Supports the Use of a Variety of Assessment Types, Chapter 3: How Can I Create a Brain-Compatible Classroom Environment That Fosters High Academic Achievement, Chapter 4: How Can I Begin With the End in Mind, Chapter 5: How Can I Write Quality Selected and Constructed Response Test Items, Chapter 6: How Can Effective Questioning Show That Students Are Learning, Chapter 7: How Do I Know What Students Already Know Before the Lesson, Chapter 8: How Do I Know What Students Are Learning During the Lesson, Chapter 9: How Do I Know What Students Have Learned After the Lesson, Chapter 10: How Can Checklists Be Used to Assess Student Learning, Chapter 11: How Can Rubrics Be Used to Assess Student Learning, Chapter 12: How Do We Know What Students Are Learning When They Work Together, Chapter 13: How Can Students Peer and Self Assess During the Formative Process, Chapter 14: How Can Students Knock the Top Off Any Test, Final Thoughts, References, Index.

*Performance Standards and Authentic Learning* Allan A. Glatthorn, 1999 This practical guide for classroom teachers demonstrates how to implement a standards based curriculum, develop performance tasks, teach to those tasks and use performance assessments.

**InFormative Assessment** Robin J. Fogarty, Gene M. Kerns, 2009-09-04 Use assessment as a powerful tool to inform instruction and learning. With practical informed assessment techniques, you can increase your instructional effectiveness and demonstrate improvements in student learning. This research based book provides in a nutshell a succinct yet substantive discussion about formative assessments.

and how they impact the teaching learning cycle **Concept-Based Curriculum and Instruction for the Thinking Classroom** H. Lynn Erickson,2007 This indispensable guide combines proven curriculum design with teaching methods that encourage students to learn concepts as well as content and skills for deep understanding across all subject areas

Performance Assessment and Standards-based Curricula Allan A. Glathorn,1998 *Creating Classroom Structure* Thomas Armstrong,1984 America's Story ,1997 *Community Partnerships with School Libraries* Bridget Crossman,2019-06-07 Providing a treasury of community partnership opportunities and resources for innovative learning experiences this title helps Future Ready Librarians to create authentic student centered experiences that address American Association of School Librarians AASL standards As school librarians strive to become Future Ready and meet the new AASL standards community partnerships can help them to build innovative programs within their districts to realize their school s mission and goals Placing value on the importance of preparing students for the future this book encourages librarians to learn leap and grow and form community partnerships to create learning experiences both in and outside of school Innovative learning experiences can have a positive impact on student engagement empathy knowledge skills and local and global awareness This book introduces ideas materials resources and a step by step action plan while highlighting how learning experiences meet AASL standards A user friendly and invaluable resource for librarians who desire to be Future Ready it will catapult librarians to the forefront of their practice and support them as they create innovative learning experiences for their students School Library Media Annual, 1993 Carol C. Kuhlthau,Elsbeth Goodin,Mary J.

McNally,1993-12 An annual publication for media professionals presenting essays on events issues concepts and trends relevant to the school media field **Schaum's Outline of Theory and Problems of College Business Law** Reuben Robert Rosenberg,William G. Ott,1977 2001 IEEE International Symposium on Intelligent Control IEEE Control Systems Society Staff,2001-09 **United States History** GLENCOE,1996 Outlines alternative assessment strategies that are tied directly to the chapter content in the text History of a free nation **From Strategy to Action** ,2005 *Our World's Story* ,1997 Science John Michels (Journalist),1881 Vols for 1911 13 contain the Proceedings of the Helminothological Society of Washington ISSN 0018 0120 1st 15th meeting NAEP Newsletter National Assessment of Educational Progress (Project),1974 Journal of Comparative Physiology ,2002 Harcourt Science: Earth science [grade] 6, units C and D, teacher's ed ,2000 Annals of the Entomological Society of America ,1990

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### **Table of Contents 13 Colonies Performance Task Examples**

1. Understanding the eBook 13 Colonies Performance Task Examples
  - The Rise of Digital Reading 13 Colonies Performance Task Examples
  - Advantages of eBooks Over Traditional Books
2. Identifying 13 Colonies Performance Task Examples
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an 13 Colonies Performance Task Examples
  - User-Friendly Interface
4. Exploring eBook Recommendations from 13 Colonies Performance Task Examples
  - Personalized Recommendations
  - 13 Colonies Performance Task Examples User Reviews and Ratings

- 13 Colonies Performance Task Examples and Bestseller Lists
- 5. Accessing 13 Colonies Performance Task Examples Free and Paid eBooks
  - 13 Colonies Performance Task Examples Public Domain eBooks
  - 13 Colonies Performance Task Examples eBook Subscription Services
  - 13 Colonies Performance Task Examples Budget-Friendly Options
- 6. Navigating 13 Colonies Performance Task Examples eBook Formats
  - ePUB, PDF, MOBI, and More
  - 13 Colonies Performance Task Examples Compatibility with Devices
  - 13 Colonies Performance Task Examples Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of 13 Colonies Performance Task Examples
  - Highlighting and Note-Taking 13 Colonies Performance Task Examples
  - Interactive Elements 13 Colonies Performance Task Examples
- 8. Staying Engaged with 13 Colonies Performance Task Examples
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers 13 Colonies Performance Task Examples
- 9. Balancing eBooks and Physical Books 13 Colonies Performance Task Examples
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection 13 Colonies Performance Task Examples
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine 13 Colonies Performance Task Examples
  - Setting Reading Goals 13 Colonies Performance Task Examples
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of 13 Colonies Performance Task Examples
  - Fact-Checking eBook Content of 13 Colonies Performance Task Examples
  - Distinguishing Credible Sources

13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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