Steps in Designing a Cornerstone Task

The following process illustrates one sequence for developing a draft performance task using the Performance Task Template in this packet.

Identify Desired Results

Consider Key Traits that the Outcomes Imply

Generate Initial Task Ideas; Record on the Task Template

Check for Validity and Alignment

Use GRASPS format to Flesh out the Task

Develop Scoring Rubric(s)

Differentiate the Task if Necessary

Review Draft Tasks against Criteria

Desired results are derived from:

- Long-Term Transfer Goals
- Important Standards (e.g., Anchor Standards)
- 21st Century Skills and Habits of Mind
- Mission-related Outcomes

Key traits specify the important qualities required to demon strate attainment of Standards and other identified outcomes. They also serve as the criteria by which by which student performance will be judged. These should be derived initially from outcomes.

Consider resources such as:

- Depth of Knowledge Levels 3 and 4
- Six Facets of Understanding & related worksheets
- Task Frames (e.g., Literacy Design Collaborative)
- Sample tasks from CCSS and Assessment Consortia
- Other sources of performance tasks

Use the Task Template and Alignment Check process to check for task validity and alignment among the task components.

The GRASPS elements help establish an authentic task context.

Develop one or more scoring rubrics using the key traits previously identified.

- Distinguish between prmary and secondary criteria.
- An analytic rubric format is recommended.
- Develop a "kid friendly" version for younger students
- Distinguish between primary and secondary criteria.

Identify needed task differentiation for speacial populations (e.g., ELL, SPED, G/T).

Review the task against Review Criteria through:

- Self Assessment
- Peer Review
- Expert Review

Revise as needed.

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