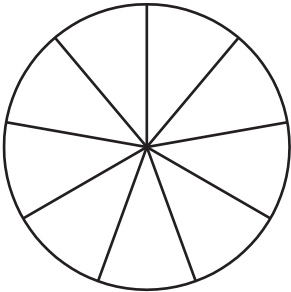


EXAMPLE: TASK AND TASK-SPECIFIC RUBRIC

Luis wants to make a game spinner in which the chance of landing on blue will be twice the chance of landing on red. He is going to label each section either red (R) or blue (B).



Show how he could label his spinner.

Number of blues:

Number of reds:

Explain how you found your answer.

Task-specific rubric:

Solution:

Spinner labeled correctly (6 blues and 3 reds) and numbers on lines correct, and an explanation like one of these:

- I decided that if it has to be twice the chance of landing on blue, I had to put 2 blues in between every red. Then you would have 2 times the chance of landing on blue.
- There are 9 spaces and $\frac{2}{3}$ has to be blue so it's 6 and the others had to be 3 because $9 - 6 = 3$.
- I found my answer because there are 9 equal shares. I divided by 3 and I got 3, so 3 reds \times 2 = 6 blues.

Score & Description:

Extended

Explanation is clear and complete and spinner is labeled.

Satisfactory

Correctly labels spinner and has 6 blues and 3 reds but explanation incomplete.

OR

Has correct and complete explanation with 6 blues and 3 reds but spinner is not labeled or numbers on lines are missing or incorrect.

Partial

Correctly labels spinner and/or has 6 blues and 3 reds on answer line but has no explanation or incorrect explanation.

OR

Has correct and complete explanation but does not have 6 blues and 3 reds on lines or spinner.

Minimal

Indicates on spinner and/or answer lines more sections blue than red (but not 6B, 3R) and has an explanation that is related to chance.

OR

Indicates 6R, 3B and has an explanation that is related to chance.

OR

Explains process (RRB) and this process is confirmed by spinner (arrangement RRB in spinner).

Incorrect

Incorrect response

Source: National Assessment of Educational Progress, Grade 4, 2007, Block M9 Question #20.

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