

Focus on Authentic Tasks: *Communication Tasks*
Adapted from work in Carrollton-Farmers Branch, TX

Authentic Tasks and Description	K-12 Performance Expectations
<p>Memoir or autobiography: Writes in first person to reveal or interpret experiences from the past. NOTE: The phrase “reveal” is deliberate here. Students must do more than report out what happened but also be deliberate and courageous in their examples.</p>	<ul style="list-style-type: none"> • Grades K-2: Select a moment that was important to you; explain what happened, and what lesson was learned. • Grades 3-8: Select an event or series of events that were important to you, explain what happened, what lessons were learned, and why sharing that information is relevant to an audience. • Grades 9-12: Develop and explore a prompt that becomes a lens to examine a period of time in your own life in order to gain insight and connect to common themes within human experience.
<p>Biography: Develops an account of the events that shaped a person’s life and explains what made those events significant.</p>	<ul style="list-style-type: none"> • Grades K-2: Identify key facts about a person that help describe his/her significance. • Grades 3-8: Explore and describe the impact of a person’s life on others (both during the time the person lived and legacy). • Grades 9-12: Investigate, analyze and evaluate various accounts of a person’s life and develop a synthesis of what the person means to the world.
<p>“How to” or technical manuals: Produce a sequential description of how to complete a particular task through incorporation of research and other details to make the procedure descriptive, informative, and possible</p>	<ul style="list-style-type: none"> • Grades K-3: Create a list of instructions that by following in sequence would ensure the successful completion of a task. • Grades 4-8: Create a sequential set of procedures that uses terminology appropriate to the topic (both task and subject matter) and test out the effectiveness. • Grades 9-12: Create procedures, evaluate their effectiveness based on feedback from others, revise procedures as necessary, and include ancillary text (i.e. FAQ’s, illustrations, common mistakes) to further illuminate procedural explanations.
<p>Information report: Provides a descriptive, focused, and concise explanation of a given subject for a target audience and specific purpose.</p>	<ul style="list-style-type: none"> • Grades K-2: Find relevant information, identify main ideas and supporting details, and communicate to others about that topic of interest. • Grades 3-8: Locate and evaluate the validity of sources to identify relevant information for a self-selected topic that effectively uses research to develop a concise explanation. • Grades 9-12: Clarify the scope of the self-selected topic and the intent of the report (audience, purpose) and use that clarification to guide their research, analysis and synthesis.
<p>Advertisement of product: Persuasive presentation of a person, place, or thing that is designed to cause a response from an audience (purchase, vote, come to a meeting, become discontent etc.)</p>	<ul style="list-style-type: none"> • Grades K-2: Create visual and written text to make a product attractive to a potential consumer. • Grades 3-8: Create visual and written text to make a product/place attractive to a potential consumer/visitor using appropriate terminology, sensory details, and accurate information. • Grades 9-12: Create a persuasive appeal (emotional, logical, ethical) that influences thinking through the strategic use of appropriate terminology, sensory details, and accurate information that compels the target audience to take action.

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<p>Position paper based on a problem or issue: Assumes a position or point of view on an issue and supports that through the development of a logical argument and use of evidence.</p>	<ul style="list-style-type: none"> • Grades K-1: N/A • Grades 2-3: Articulate key reasons and supporting details to support your opinion on a self-selected topic or issue. • Grades 4-8: Articulate key reasons and strategically include supporting details to create a logical case for why your opinion on a self-selected topic is compelling. • Grades 9-12: Clarify the key issues that are the source of the problem or issue on a self-selected topic and develop a logical argument that strategically uses information to bolster your point of view while also countering other arguments to appeal to a target audience.
<p>Analysis of an artistic text or author's/artist's craft: Evaluate the effects the author's/artist's choices have on the impact of the work through the development of a logical argument and use of textual evidence.</p>	<ul style="list-style-type: none"> • Grades K-3: N/A. (NOTE: It is important for teachers to engage students in this kind of literary discussion. For example, what makes an Eric Carle book entirely familiar right from the start? Other examples of these authors include Dr. Seuss, Shel Silverstein, Patricia, Palacco.) • Grades 4-8: Identify and give examples of the hallmarks of a self-selected author/artist (use of voice, diction, rhyme, color, subject, pattern) and how that plays out in a range of their work. • Grades 9-12: Analyze the author's/artist's stylistic and rhetorical choices and evaluate their impact on the text or body of work using evidence and supporting commentary.
<p>Critique or review: Assumes a position or point of view on a given text based on a set of established criteria.</p>	<ul style="list-style-type: none"> • Grades K-3: Provide a description of a book you read, a place you visited, a product you used or an experience you had, whether you would recommend that to someone else, and what that recommendation is based on. • Grades 4-5: Develop a recommendation about a text, experience, or product that communicates an opinion and uses supporting details in order to influence the audience's thinking about merit/quality. • Grades 6-8: Develop an opinion about a text, experience, or product and then explore what triggered the opinion based on textual evidence and experience and how that fits in with general opinions they have about what quality looks like. • Grades 9-12: Develop and explain the criteria you use to evaluate the literary merit of a text, quality of an experience, or satisfaction with a product and apply that criterion to a particular text/ experience/ product.
<p>Correspondence: Produces workplace letters, memos, emails, and text messages for a target audience and specific purpose</p>	<ul style="list-style-type: none"> • Grades K-3: Write a letter to a teacher-selected or student-selected recipient with a specific purpose (sharing information, asking for something, communicating personal feelings). • Grades 4-8: Use the conventions of a particular form of correspondence to produce effective and appropriate communication on a self-selected topic (i.e. use of shorthand abbreviations and symbolic language in text messaging vs. emails vs. formal letter writing). • Grades 9-12: Draft and edit work-related correspondence (school, employment) to ensure that the ideas, information and tone are appropriate for the intended audience.