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Performance Task  
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4/1/24

Performance assessments provide students with the opportunity to demonstrate their skill or understanding of a topic through the creation of a product, response, or presentation. These assessments can promote students' engagement and reasoning skills. Additional performance assessments provide opportunities for students to actively learn as they complete a task (McMillan, 2018).

The performance assessment rubric I created is based on the science SOL 1.8 The student will investigate and understand that natural resources can be used responsibly: a) most natural resources are limited; b) human actions can affect the availability of natural resources; and c) reducing, reusing, and recycling are ways to conserve natural resources (Standard of learning). The objective is for the students to apply their knowledge of how we use natural resources and develop a plan to conserve one resource. The students will create a digital or paper presentation to share with the class.

The goal is for the students to show their understanding of conservation and apply it to a natural resource. The students, in groups of three, will decide what natural resource they will use in their presentation. Given the options air, water, plants, animals, soil, and rocks. The students will brainstorm with their group members on how the resource is used currently. After the brainstorming, they will develop a plan to conserve the chosen resource. The students will be given a note catcher to use as they discuss before creating their presentation. After their brainstorming the students will create either a digital or paper presentation that identifies the resource, how they use it, and their plan on conserving it.

The verbal directions given to the students will be as follows: We have been learning about the various types of natural resources and ways we can conserve them. Today you will get into groups of three and create your conservation plan for one of the natural resources. First, you will choose a natural resource from the list (air, water, plants, animals, soil, and rocks). Then you will discuss with your group members how that resource is used. Then you will create a plan to conserve the resource based on how we use it. This can include how we can reduce, reuse, or recycle the resource. As you discuss, add notes to the provided sheet that will be used when it's time to create the presentation. You will take the information written on the note catcher and create a presentation. Be sure to look at the rubric to get full credit.

The students will also be given written directions to have and reference. To make the directions clear and explicit I would list them in the order they need to be done. 1: Choose a natural resource (air, water, plants, animals, soil, and rocks). 2: Talk with your group about how we use the natural resource 3: Write down 2- 3 ways it is used on the note catcher. 4: Talk with your group about how we can conserve the resource (reduce, reuse, recycle). 5: Jot down the plan on the note catcher (bullet points are okay). 6: Use information on the note catcher to create an organized presentation on your created plan.

## Note Catcher

Group members \_\_\_\_\_

Date \_\_\_\_\_

Our natural resource is \_\_\_\_\_

How do we  
use the  
resource?

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How can we conserve the resource? (reduce, reuse, recycle)  
Provide a brief explanation

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Directions: Write about your plan. What are the steps? What information does the audience need to know to understand your plan?

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## Natural Resource Conservation Rubric

Group Members: \_\_\_\_\_

Areas Assessed:	Meets: 4 points	Approaches: 2 points	Emergent 1 points
Content	The natural resource and how it is used is identified. The plan is clear and easy to understand.	The natural resource and how it can be used is mostly identified. The plan is good but missing information.	The natural resource and how it is used is not identified. The plan is not clear and is hard to understand.
Spelling/Grammar	The presentation has no misspellings or grammatical errors.	The presentation has some (2-4) misspellings or grammatical errors.	The presentation has frequent misspellings or grammatical errors that distract from the content.
Organization	The information is organized clearly and logically. The audience can follow the presentation easily.	Most of the information is organized in a clear and logical way. The audience is able to follow most of the presentation.	Some of the information is organized. The audience can follow some of the presentations.
Visual/Graphics	The students used two photos or graphics in their presentation. The graphics help the audience understand the topic better.	The students used one photo or graphic in their presentation and it was related to the topic.	The students did not include a photo or graphic in their presentation.
Teamwork	Each group member made contributions to the creation of the presentation.	Most group members made contributions to the creation of the presentation.	Some group members made contributions to the creation of the presentation.
Presentation	Information is presented with knowledge on the topic.	Information is presented with acceptable knowledge on the topic.	Information is presented with limited knowledge of the topic.

Total Score: \_\_\_\_/24 points

## Citations

McMillan, J. H. (2018). *Classroom assessment: Principles and practice that enhance student learning and motivation* (7th ed.). Pearson.

*Standards of learning | Virginia department of education*. Virginia Department of Education. (n.d.).

<https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/science/standards-of-learning>