

(<http://csmatters.org/pd-new>) E - 01

0bE - 0b1

Explore Performance Task



Unit Explore Performance Task

Revision Date: Nov 08, 2017

Duration: 60 50-minute sessions

Lesson Summary

Summary: The purpose of these sessions is to comprehensively cover the explore performance task, one of the two assignments students will turn in as part of their AP score. This will cover the task directions and rubric, grading sample tasks, and discuss explaining the task to students.

- Teachers will be introduced to the different parts of the Explore Task.
- Teachers will get the chance to get clarification about the task.
- Teachers will get advice about how to present the task to students and how to handle issues such as academic integrity.
- Teachers will get experience grading sample tasks for their ability to meet the needs on the rubric.

Overview:

Session 1:

- Teachers grade sample tasks (~60 min)

Session 2 (optional):

- Teachers plan class presentation (20 min)
- Teachers present plan (40 min)
- Discussion and feedback (20 min)

Learning Objectives

CSP Objectives

Big Idea - Professional development provides opportunities for teachers to develop and demonstrate the knowledge and skills necessary to design and implement instructional and assessment strategies that meet diverse student learning needs and help all students master Maryland content standards.

- LO 4b - Professional development provides opportunities for teachers to develop and demonstrate the knowledge and skills necessary to design and implement instructional and assessment strategies that meet diverse student learning needs and help all students master Maryland content standards.

Big Idea - Professional development fosters teachers' respect for all students and guides teachers in setting and maintaining high expectations for all students to demonstrate proficiency on Maryland content standards.

- ○ LO 4c - Professional development fosters teachers' respect for all students and guides teachers in setting and maintaining high expectations for all students to demonstrate proficiency on Maryland content standards.

Key Concepts

Teachers should understand:

- The general purpose and outline of the task
- How to guide their students in their understanding of the task
- The grading of the task from the perspective of College Board

Teacher Resources

- Explore Performance Task Folder (<https://drive.google.com/open?id=0B9aVxjdD4rTDZWlvYWNHdXNjTIU>)
- Powerpoint on Explore Performance Task (https://docs.google.com/presentation/d/1DpnCcbmB-ZnllmobEcceVN_s_haNC1PqMkc7ugDwfSY/edit?usp=sharing)
- Powerpoint for Lesson two on sample grading (https://docs.google.com/presentation/d/1S3_FE2Zptbv7l8zFrXISTOmumkOCWXo6FCOIMqDP5Xo/edit?usp=sharing)
 - Sample 1 (https://drive.google.com/open?id=1WQHa0tPA5A_LFcdTvkD4EC2UVJBfkmDJsDL1twRhqs)
 - Sample 2 (https://drive.google.com/open?id=1AeYZ0xfuXi_NAPrIc8yD2Sz8hcGOdtBTLdjRhRBpl20)
 - Sample 3 (<https://drive.google.com/open?id=1Ts7hZS5KIL7PVUsn2y2Rck8m8uWRJIKPFR1QIB9tc3Q>)
 - College Board's Sample task site (for the artifacts). (http://apcentral.collegeboard.com/apc/public/exam/exam_information/231726.html)
- Explore Summary (<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-computer-science-principles-course-and-exam-description.pdf>) (pages 79 - 82)
 - Do's and Don'ts on Page 79-80
- AP Computer Science Principles Explore Scoring Guidelines and Notes (<https://drive.google.com/file/d/0B9aVxjdD4rTDWnBSVzRoZWVVTk0/view?usp=sharing>)
- Teacher Advice Sheet (under construction)
- Google Forms for submitting sample scores
 - Forms are provided with the other materials. You will need to make copies, if you want your results to be unique to your PD workshop.

Lesson Plan

Session 1:

TOTAL: 60 min

Materials: This section uses an overview PowerPoint of the rubric and Google Docs with the sample task written responses. The artifacts can be found on College Board's website.

Rubric Summary and Sample Grading (~60 min)

Note: During this section, teachers are encouraged to continue to take notes on how they might introduce this topic to students.

1. The instructor takes questions about the task (10 min)
2. A brief overview of the rubric, using the PowerPoint provided. (10-20 min)
3. Task grading (30 - 40 min)
 - There are three tasks. For each task, split the time as evenly as possible (will depend on how long the introduction takes). If time is short, only grade 2 tasks as a group and give the third as homework.
 - For each task, have each teacher submit a Google Form with their scores (provided in the Google Drive folder). Link these to a spreadsheet (keep private until everyone has gotten the chance to grade or time has run out).
 - After each task is graded, have teachers explain their scores (why did the student get/not get the point?) Have them vote on which response was the low, medium, and high examples on the College Board website. (If there is time, the instructor can discuss the score summary provided on the College Board.)

Session 2 (optional):

TOTAL: 80 min

Part 1: Teachers plan class presentation (20 min)

Materials: Explore rubric and summary, both PowerPoints from previous sessions, teacher advice document, list of do's and don'ts for teachers administering the task.

During this time, teachers should get into pairs, and create a plan regarding how they would organize their introduction of the explore task. In this, they should consider:

- Points to stress (ex: plagiarism)
- Scheduling of work time
- Topics students will need experience with before the task

Teachers present plan (40 min)

Each group gets between 5-10 minutes (depending on size of class) to present their plan. Feedback should be written down to discuss at the end of the presentations.

Discussion and feedback (20 min)

This time is for teachers to give feedback on each other's plans. This can be freeform discussion, or it can go around the room until every teacher has been given a comment.

Options for Differentiated Instruction

Alternatively, can have teachers grade in pairs (they will likely work together anyway).

Evidence of Learning

Formative Assessment

This session is shaped by teachers' questions, and there are many ways this discussion can go. The instructor will encourage any and all questions on the task in order to minimize the number of misconceptions about the task.

Summative Assessment

Teachers will be able to judge their understanding of the tasks when comparing their grades to those of the other teachers. They will also gain feedback on their plan to introduce the task to their classes.



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