

Math Performance Task (PT) Structure

Compiled by Sandy Sanford 11-19-14

OVERVIEW—The Smarter Balanced assessment for Math is composed of two parts—the Computer Adaptive Test (CAT) and the Performance Task (PT). The Math PTs are scenario-driven in that the task is presented in the form of a simulated real-life situation. Smarter Balanced indicates that a Math PT should take about 90 minutes for a student to complete—although the student may take as much time as needed. Math PTs are structured with the following four components.

CLASS ACTIVITIES—Class Activities typically consist of a whole class activity led by the teacher that sets the stage for the individual PT work. Pework activities could include reviewing crucial concepts, gathering an initial PT data set, establishing the PT scenario, etc. Pework is not scored and the time dedicated to the Pework is not included in the 90 minutes of estimated time for a student to complete the PT. There are examples of Class Activities available as downloadable resources to the Practice Tests (dated 5-19-14)

DIRECTIONS—The teacher starts the individual work on the PT by reading initial directions to the tested group of students. These directions introduce the students to the real-world scenario of the PT and give details as to what is expected. Subsequent directions are given via the computer.

PT ITEMS—The PT Items component of the PT will consist of 4 to 6 scored items. Three or 4 of the scored items will address Claims 2 & 4 (Problem Solving and Modeling/Data Analysis). One or 2 of the scored items will address Claim 3 (Communicating Reasoning). The items are “progressive” in that all items support the “real world” scenario and lead the student through the pursuit of the objective established at the beginning of the PT. Some of the items may be “progressively dependent” in that the input data to that item depends upon the student’s response to previous items. To avoid a “domino effect” in missed items, compensatory scoring is used where appropriate.¹ Items may be of any of the Math Item Types to include Short Text (ST).

RUBRICS/KEYS—There is a unique set of scoring Rubrics/Keys supporting each PT. Each scored item has its own Rubric or Key often accompanied by an exemplar response. There is no set of generic Rubrics available for Math PTs as there is for the ELA PTs. Practice Test PTs contain examples of Rubrics/Keys and exemplar responses for each tested grade level.

NOTE 1: Compensatory scoring is used to avoid “domino effect” failure in progressive Math problems used in the Math Performance Task. For example, if the correct answer to PT item 1 is 20 square inches, but the student incorrectly answers 15 square inches, and item 2 depends upon the answer to item 1. Then the student would get credit for a correct answer to item 2 if the student arrived at an answer that was consistent with an input of EITHER 20 or 15 square inches.

Math Performance Task (~90 min)

Class Activity



Directions



PT Items

4 to 6 Items

Progressively

Pursuing Scenario

Objective

Group Work, e.g., Gathering Data,
Setting the Stage, etc.

Initial Directions via Teacher
Then Computer Delivered

4 to 6 Items

Any of Smarter Balanced
Items Types

3 to 4 Items from Claims 2 & 4

1 to 2 Items from Claim 3

Rubrics/Key

Point Values Vary by Item