



QUALITY PERFORMANCE ASSESSMENT PLAN

Task Title: Shark Tank

Subject Area/Course: Social Studies / World Studies

Grade Level: 9-12

Abstract/Summary: In preparation for your appearance on Shark Tank please prepare a typewritten analysis of at least one page and no more than two pages that describes, in detail, your good or service. Each group of one to four members will appear before the sharks and deliver a three- to eight-minute well-organized and rehearsed marketing presentation. You will describe your good or service, and explain why the sharks should invest in it. You must show that you understand both Chinese history and culture as well as its current situation, and have incorporated this information into the development of your good or service. You should explain, specifically, why the Chinese populace or government would be interested in buying this.

Time Needed to Complete Task: 2 weeks

Original Author: Kathy Maddock

ALIGN: Instructional Goals

Please select competencies, work study practices, skills, and content that you will assess with this Performance Assessment Task.

New Hampshire Competencies

Please write out the entire competency. We recommend no more than 2-3 competencies. We are looking to assess every aspect of the competency chosen.

- **Math competencies**
- **Science competencies**
- **ELA competencies**

ELA 8: speak purposefully and effectively - strategically making decisions about content, language use, and discourse style.

Task source: NH Task Bank

Other source to used to create this Task:

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New Hampshire Work Study Practices

Please write out the entire work study practice. We recommend no more than 1-2 work study practices.

- **Work study practices**

Communication

I can use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding.

Graduating seniors will be able to demonstrate that they can:

- Communicate effectively using multiple modalities
- Interpret information using multiple senses
- Demonstrate ownership of the work

Other Goals

- **Standards, 21st century skills, and school-specific goals**

Souhegan High School Academic Learner Expectations

- Knowledgeable Person: Knows the critical information necessary for success.
- Complex Thinker: Bases claims on relevant evidence and identifies all steps necessary to solve a problem or complete a task.
- Effective Communicator: Expresses ideas clearly in oral presentations

Depth of Knowledge Alignment

- **What is the DOK of this task? Provide evidence.**

This task reaches a DOK 3 because the students are required to create an original product and defend their product using evidence. The attention to creating the product and tailoring their message to a specific audience makes the task go beyond a DOK 2.

Essential Questions to Guide Learning and Inquiry

- What is the big idea and/or enduring understanding? Example: How are angles used in building a house?

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<ul style="list-style-type: none"> How does the essential question connect with the enduring understanding of the curriculum unit? 	
<p>Given Chinese history and culture, as well as its current economic, political and social situation, what type of business venture will succeed in China?</p>	
<p>Students will know (content) . . .</p> <ul style="list-style-type: none"> Bullet points Specify discreet content and key concepts that align to the competencies and standards (e.g., types of angles) 	<p>Students will be able to (skills). . .</p> <ul style="list-style-type: none"> Bullet points Specify process and skills that align to the competencies and standards Start with a verb (e.g., justify why an angle is classified the way it is)
<ul style="list-style-type: none"> The current economic, political and social situation in China 	<ul style="list-style-type: none"> Use evidence to create or choose a product appropriate for the Chinese populace. Present a persuasive argument to potential business investors
<p>DESIGN: Performance Task and Evidence</p> <p><i>Please design a performance task that will provide evidence of the competencies, work study practices, skills, and content that are listed above.</i></p>	
<p>Common performance task summary</p> <p>This is a high level summary about what the students will be doing. It should be no more than 3-5 sentences or bullet points.</p>	
<ul style="list-style-type: none"> Prepare a typewritten analysis that describes the product. Use specific, cited research that demonstrates why this product will be successful. Include a Works Consulted page with the above analysis. Deliver a 3-8 minute marketing presentation. Develop high-quality visuals to enhance presentation. 	

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Key criteria for performance assessment

Please list the criteria used in the rubric. We recommend no more than 4-5 criteria. These criteria should come from the competencies, standards, work study practices, skills and/or content.

- Knowledgeable person
- Complex Thinker
- Effective Communicator

Possible Accommodations

What will teachers do in terms of instruction, curriculum and assessment to support the learning of SPED/ELL/other students in class?

- Presentation accommodations
- Response accommodations
- Setting accommodations
- Timing and scheduling accommodations

Resources/Texts/Scaffolding Materials

What's included here depends on the task assignment. It is recommended that a variety of resources are provided that allow students to make choices to access the information needed to complete the assignment.

Students will work in groups and, as a group, determine appropriate work tasks for each group member.

Teachers will provide students with reading-level-appropriate current event articles as needed.

The Choices Program, "China on the World Stage, Weighing the US Response", (Brown University) as background info.

Current event articles both provided by teacher and researched by students.

Teacher Guide

Pre-requisites and Placement in the Curriculum

When in the year will this take place? What skills and concepts should be covered before the students perform this task?

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<p>Two week unit on China (primarily history) followed by a unit test.</p> <p>One week in-class work time on Shark Tank exhibition.</p>
<p>Possible Formative Assessments</p> <p>How do I assess my students' understanding about the performance requirements of the task (e.g., milestones, benchmarks, observations, dialogues, student reflection, quizzes)? How do I adjust my instruction accordingly?</p>
<p>In-class work time with frequent teacher conferences for both work completed and comprehension.</p> <p>Established checkpoints to ensure all students are staying current with their work.</p>
<p>Teacher Instructions</p> <p>To ensure the fidelity in implementation, this section includes:</p> <ul style="list-style-type: none"> • Step-by-step procedures to implement task as designed • Information on the time allotted for each step of the task • Materials needed
<p>Teaching/Learning Plan</p> <p><i>To be completed by individual teacher, as learning plan may vary by teacher</i></p> <p>The lesson plan is written as an outline that other teachers could understand and/or apply in their respective classroom (s). This generally outlines the scope and sequence of the lesson plans within the unit.</p> <p>It is recommended that the following are included:</p> <ul style="list-style-type: none"> • The lesson plan includes how the goals will be addressed (what students know and can do • The different steps and the specific instructions that correspond with each step of

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- the process
- A timeline for each task
- Time or space for student reflection and feedback

Day 1:

- Introduce project sheet
- Provide and review copies of exemplar work from prior classes
- Facilitate whole class brainstorming session about possible goods and services that students can research
- Provide 2-3 articles about Chinese consumer trends for students to use to start their research

Day 2:

- Students go to computer lab to continue research.
- Student/teacher conferences (by group) to hear student ideas and assess viability of their projects.

Day 3:

- Students continue research in computer labs.
- Research check (three sources) due at end of period.

Day 4:

- Students meet in groups to draft application and plan presentation.

Day 5:

- Teacher-student conference to discuss draft of application.
- Finalize visuals for presentation.

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- Students practice presentation.

Days 6-7:

- Students "pitch" their product to "sharks."
- Application and Works Consulted handed in at end of pitch.

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