

# ELEMENTARY PERFORMANCE EVENT TEMPLATE for 2007-2010 MAP

## TYPICAL SEQUENCE OF COMPONENTS

Minimum Total Points = 16 (11 prompts)

Maximum Total Points = 19 (14 prompts)

(N = necessary components

\*See standardized prompt and scoring guide

All blank data tables are provided for student use)

### SCENARIO

*Ideally the template starts with the scenario of a novel investigation. The results can be initially presented in a table or as a combination of a table and pictorial. The purpose, the procedure, and the person or people performing the investigation should be clearly stated in the introduction.*

*Not all investigations will give the information in a table alone. Some investigations will give students pictures of objects to be measured (leaves, toy cars, etc.). Questions will then follow in a typical sequence described below.*

	Performance Event COMPONENT	GLEs that may be addressed	NOTES	NO of ITEM PROMPTS	TOTAL POINT RANGE
N	<b>Measure</b> (using manipulatives when appropriate)	<b>IN.1.B5a:</b> Make qualitative observations using the five senses <b>IN.1.B5b:</b> Determine the appropriate tools and techniques to collect data <b>IN.1.B5c:</b> Use a variety of tools and equipment to gather data.... <b>IN.1.B5d:</b> Measure length to the nearest centimeter, mass to the nearest gram, volume to the nearest milliliter, temperature to the nearest degree Celsius, weight to the nearest Newton <b>IN.1.B5f:</b> Judge whether measurements and computation of quantities are reasonable	<i>Questions may ask students to determine the proper tools to perform certain investigations</i>	1	1-2
	<b>Sort and count</b> (using manipulatives when appropriate)	<b>IN.1.B5a:</b> Make qualitative observations using the five senses <b>IN.1.B5b:</b> Determine the appropriate tools and techniques to collect data <b>IN.1.B5e:</b> Compare amounts/measurements <b>IN.1.B5f:</b> Judge whether measurements and computation of quantities are reasonable		1	1-2

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	Performance Event COMPONENT	GLEs that may be addressed	NOTES	NO of ITEM PROMPTS	TOTAL POINT RANGE
N	<b>Record data in data table</b>	<b>IN.1.E5a:</b> Communicate the procedures and results of investigations and explanations through: ... <u>data tables</u> ....	<i>This may follow another investigation located later in the template.</i>	<b>1</b>	<b>2</b>
N	<b>Questions about data displayed in data table</b>	<b>IN.1.B5e:</b> Compare amounts/measurements <b>IN.1.B5f:</b> Judge whether measurements and computation of quantities are reasonable <b>IN.1.C5a:</b> Use quantitative and qualitative data as support for reasonable explanations <b>IN.1.C5b:</b> Use data as support for observed patterns and relationships, and to make predictions to be tested	<i>Students should be able to answer questions using data from the prompt or data table.</i>	<b>1-2</b>	<b>1-2 (1/item)</b>
N *	<b>Complete bar/single line graph</b> (title given, axes labeled with general description of independent and dependent variables)	<b>IN.1.E5a:</b> Communicate the procedures and results of investigations and explanations through ... <u>graphs</u> ....		<b>1</b>	<b>4</b>
N	<b>Questions about data displayed in bar/single line graph</b>	<b>IN.1.B5e:</b> Compare amounts/measurements <b>IN.1.C5a:</b> Use quantitative and qualitative data as support for reasonable explanations <b>IN.1.C5b:</b> Use data as support for observed patterns and relationships, and to make predictions to be tested <b>IN.1.D5a:</b> Evaluate the reasonableness of an explanation <b>IN.1.D5b:</b> Analyze whether evidence and scientific principles support proposed explanations	<i>Students should be able to answer the questions using either the table <u>or</u> the graph.</i>	<b>1-2</b>	<b>1-2 (1/item)</b>
N	<b>Questions about experimental design</b>	<b>IN.1.A5b:</b> Recognize the characteristics of a fair and unbiased test <b>IN.1.A5c:</b> Conduct a fair test to answer a question <b>IN.1.A5d:</b> Make suggestions for reasonable improvements or extensions of a fair test	<i>(Questions may be asked after the new scenario)</i>	<b>1-2</b>	<b>1-2 (1/item)</b>

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*New scenario (same theme) with additional data (may be in form of new chart, graph, or illustration)*

	Performance Event COMPONENT	GLEs that may be addressed	NOTES	NO of ITEM PROMPTS	TOTAL POINT RANGE
N	Questions on data provided in prompt <i>(not previously asked elsewhere in )</i>	<b>IN.1.B5e:</b> Compare amounts/measurements <b>IN.1.B5f:</b> Judge whether measurements and computation of quantities are reasonable <b>IN.1.C5a:</b> Use quantitative and qualitative data as support for reasonable explanations <b>IN.1.C5b:</b> Use data as support for observed patterns and relationships, and to make predictions to be tested <b>IN.1.D5a:</b> Evaluate the reasonableness of an explanation <b>IN.1.D5b:</b> Analyze whether evidence and scientific principles support proposed explanations		1-2	1-2 <b>(1/item)</b>
N	Write a testable question related to the new scenario	<b>IN.1.A5a:</b> Formulate testable questions...		1	1
N	Write an explanation (hypothesis)	<b>IN.1.A5a:</b> Formulate testable ... explanations (hypotheses)		1	1
N	Questions about experimental design <i>(not previously asked)</i>	<b>IN.1.A5b:</b> Recognize the characteristics of a fair and unbiased test <b>IN.1.A5c:</b> Conduct a fair test to answer a question <b>IN.1.A5d:</b> Make suggestions for reasonable improvements or extensions of a fair test		1-2	1-2 <b>(1/item)</b>

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### Generic Scoring Guide for Bar or Single Line Graphs, Grade 5

(10x10 grid provided with title given, axes labeled with general description of independent and dependent variables, with units if appropriate, spaces/lines provided for category labels)

#### **Four Total Points:**

##### **First key element:**

Bar graph: All categories to be graphed correctly labeled within bar spaces along horizontal graph

**OR**

Single-line graph: An appropriate number scale labeled along horizontal axis:

- numbers written on grid lines,
- numbers allow for plotting of all data,
- consistently scaled

##### **Second key element:**

All graphs: An appropriate number scale along vertical axis:

- numbers written on grid lines,
- numbers that allow all data to be plotted,
- consistently scaled

##### **Third key element:**

Bar graph: At least four bars correctly drawn (top line of each bar is well-defined)

Single-line graph: At least four points correctly plotted and connected by line

##### **Fourth key element:**

Bar graph: All five bars are correctly drawn (top line of each bar is well-defined)

Single-line graph: All five points correctly plotted and connected by line

##### **Prompt reads:**

Complete the bar graph below, using the information from the data table.

Be sure to do the following:

- Finish labeling both axes with categories or a number scale.
- Draw bars to represent the data, but do not color or shade inside the bars.

-OR-

Complete a single line graph below, using the information from the data table.

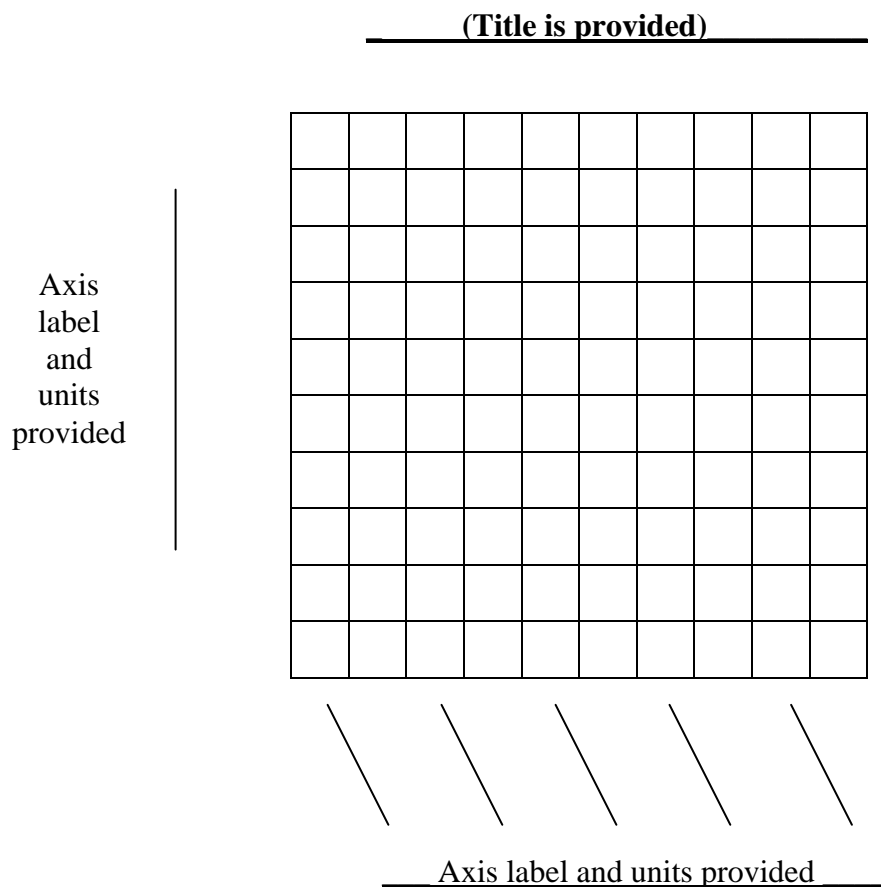
Be sure to finish labeling both axes with a number scale.

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Complete the bar graph below using the information from the data table on page \_\_\_\_.

Be sure to do the following:

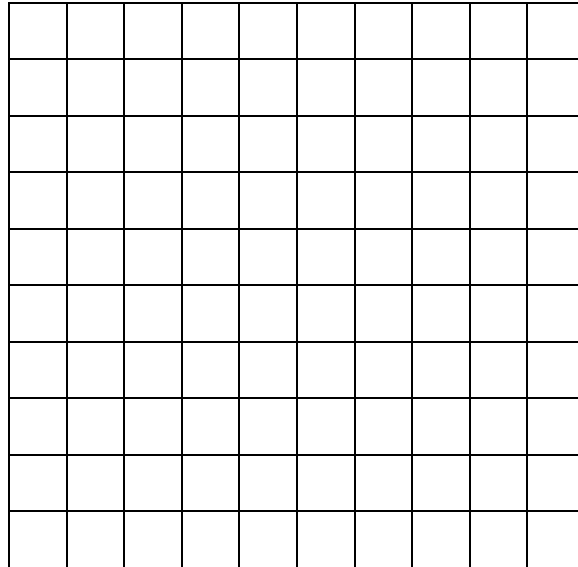
- Finish labeling both axes with categories or a number scale.
- Draw bars to represent the data, but do not color or shade inside the bars.



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Complete a single line graph below using the information from the data table on page \_\_\_\_.  
Be sure to finish labeling both axes with a number scale.

(Title is provided)



Axis  
label  
and  
units  
provided

Axis label and units provided