

Figure G.2

Performance Task Ideas Based on the Six Facets

Facets Subject	Explanation	Interpretation	Application	Perspective	Empathy	Self-Knowledge
History/ Social Studies	Provide conceptual clarification (e.g., “freedom” compared to “license”; meaning of the term “third world”).	Develop an oral history on the significance of the 1960s using primary sources, and write a historical biography.	Design a museum exhibit on the causes and effects of early 20th century immigration.	Compare British and French textbook accounts of the Revolutionary War with your textbook account.	Role-play a meeting of the minds (e.g., Truman deciding to drop the atomic bomb).	Self-assess your involvement in class discussions and performances, and explain your patterns of participation.
Mathematics	Study a common phenomenon (e.g., weather data). Reveal subtle and easily overlooked patterns in the data.	Do a trend analysis of a finite data set.	Develop a new statistic for evaluating the value of a baseball player in key situations.	Examine the differences when using various measures (e.g., mean, median) for calculating grades.	Read <i>Flatland</i> and a set of letters between mathematicians explaining why they fear publishing their findings; write a reflective essay on the difficulty of explaining new ideas, even “abstract” ones.	Develop a mathematical résumé with a brief description of your intellectual strengths and weaknesses.
English/ Language Arts	Describe why a particular rhetorical technique is effective in a speech.	“What’s wrong with Holden?” Make sense of the main character in <i>Catcher in the Rye</i> .	What makes a “great book”? Make an audio-tape review of a favorite book for the school library.	Read and discuss <i>The Real Story of the Three Little Pigs</i> by A. Wolf.	Work in a soup kitchen, read a book by Charles Dickens, and write an essay on the experiences of the homeless.	Attach a self-assessment to each paper you write reflecting on <i>your</i> writing process.
Arts	Explain the role of silence in music.	Represent fear and hope in a visual collage or dance.	Write and perform a one-act play on a school issue.	Critique three different versions of the same Shakespeare play (focus on a key scene).	Imagine you are Juliet in <i>Romeo and Juliet</i> , and consider your terrible, final act. What are you thinking and feeling?	Keep a log of the drama class exercises that demand the most from you emotionally.
Science	Link everyday actions and facts to the laws of physics, concentrating on easily misunderstood aspects (e.g., mass compared to weight).	Take readings of pond water to determine whether the algae problem is serious.	Perform a chemical analysis of local stream water to monitor EPA compliance, and present findings.	Conduct thought experiments (e.g., Einstein’s “What would the world be like if I were riding on a beam of light?”).	Read and discuss premodern or discredited scientific writings to identify plausible or “logical” theories (given the information available at the time).	Propose solutions to an ineffective cooperative learning activity based on what didn’t work in your group.

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