

Kindergarten Performance Tasks require students to clearly describe people, places, things, or events in response to a prompt and to clarify their thoughts and feelings with drawings and other visual displays. There are three Performance Tasks designed to elicit evidence of the same basic skills across different topics. These tasks are:

[Kindergarten Performance Task A: Describe a Familiar Place](#)

[Kindergarten Performance Task B: Describe Your Favorite Animal](#)

Kindergarten Performance Task C: Describe an Important Person - this document

This document includes instructions for set up and administration, prompts, follow-up questions, suggestions for scaffolding, directions for completing the rubric, and links to teacher training materials.

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SKILLS ASSESSED DURING KINDERGARTEN PERFORMANCE TASK

The PARCC Speaking and Listening Performance Tasks for Kindergarten are formative tools that can be used flexibly, in a manner that reflects teachers' classroom practices.

The goal of the PARCC Speaking and Listening Performance Tasks for Kindergarten is to help teachers gather information about students' abilities in regard to the following Speaking and Listening standards:

- SL K.4: Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.
- SL K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

MATERIALS FOR KINDERGARTEN PERFORMANCE TASK C

Teacher Materials

Kindergarten Performance Task C: Describe an Important Person - this document

Kindergarten Performance Task Model - explains the structure of the task. The task model can be used as a template to create your own tasks.

Performance Task Materials

Planning Sheet KC - is used to help students plan their description.

Kindergarten Performance Task Checklist - is used to gather information about a student's performance to inform future instruction.

Training Materials - the following are from authentic Kindergarten descriptions.

Performance Task Training Module Sample

Description: Planning for the Task

Sample Description: Prompting to Elicit Detail

Sample Description: Creating Visual Displays

Sample Description: Expression and Content and Details

Accessibility Supports - links to Braille and Large Print versions of the materials

Planning Sheet KC (Braille Version)

Planning Sheet KC (Large Print)

PLANNING FOR THE TASK

- Read through the instructions for the entire task.
- Think about making the task accessible for all students in your class. Reference the [Accessibility and Accommodations Overview](#) and the [Meeting the Needs of All Learners](#) section of this document.
- Determine when you will have students complete each step (Planning Descriptions, Creating Visuals, and Sharing Descriptions). You may have the students prepare their descriptions and visuals one day and share their descriptions the next day. Alternatively, you might have students prepare in the morning and share in the afternoon.
- Gather materials that students will use to create their visual displays. Students may create original displays with materials, such as crayons or blocks, or they may use technology to create or select images.
- Familiarize yourself with the [Kindergarten Performance Task Checklist](#) that you will fill out for each student. During the administration of the Performance Task, you will be interacting with the student—providing scaffolding and additional prompts—so you want to be able to focus on the student rather than on the rubric.
- Plan for the time and means to use the Kindergarten Performance Task Checklist that you will fill out for each student.
- During the presentation, you may want to jot informal notes about what the student says and does. Later, you can use these on-the-spot notes to fill out the Checklist.

WORKING WITH STUDENTS TO PLAN THEIR DESCRIPTION

STEP 1 | Introduce the Task

Introduce the purpose of the task:

You might say:

“Today we are going to share descriptions of people who are important to us.”

Explain the steps:

- Planning the description of an important person
- Making a drawing or other visual display of the important person
- Sharing the description with a group and responding to the teacher’s prompting

STEP 2 | Help Students Select Their Topics

Help students make a list of people who are important to them

Model this step by naming several people who are important to you and then writing their names on a chalkboard, whiteboard, or other location that all students can see.

Then elicit responses from students and add their responses until the list includes at least one important person for each student. (Some students may name the same person.) Then continue.

You might say:

“Now, each of you should pick the one important person you want to tell us about. I want to tell you about my friend Molly, so I will put my initials next to the name ‘Molly’ on the list.”

Elicit a response from each student. You may want to add an icon to represent each person on the list for students who are not yet reading. If so, ask the student to suggest a helpful image to accompany their choice. After each student has chosen an important person to describe, move on to the next step.

STEP 3 | Help Students Plan Their Descriptions

Give each student a Planning Sheet:

Explain how to use words and pictures to plan a description.

You might say:

“Before you describe something to other people, it is a good idea to plan what you are going to say. You can use this Planning Sheet to help you plan.”

Go through the boxes on the Planning Sheet with students, and then model how to fill out the sheet for the important person you picked in Step Two.

Support students as they fill out their planning sheets, making sure each student has chosen a person and is working through the planning sheet effectively.

Options include:

- students independently write or parts of words to fill out the Planning Sheet
- students dictating words as you write them on the Planning Sheet
- students working with classmates to fill out the Planning Sheet
- students drawing pictures on the Planning Sheet
- students using a Word Bank to complete the Planning Sheet

Rather than filling out the Planning Sheet, some students may prefer to create a picture of their important person that will function both as a way of planning what details to include in their description and as the visual display to accompany their oral description. Students may choose to use the back of the Planning Sheet to make their drawing.

STEP 4 | Help Students Create Their Visual Displays

If the child does not do so on his or her own, model ways to select or create a visual display. The types of display you suggest will be determined by your classroom practice and by the interests and abilities of the specific child.

You might say:

“Can you draw me a picture of the person you described?”

“Can you use the computer to find a picture of someone who reminds you of the person?”

“Can you draw a picture of you talking to the person? What are you saying in this picture?”

Support students as appropriate throughout the creation or selection process.

PRESENTING THE DESCRIPTIONS

STEP 5

Lead Students Through the Process of Sharing Their Descriptions

Determine how best to group students for this part of the task:

First, decide how you will group students for the student presentation (for instance, small groups or the whole class). Then determine where the student presenting the description will sit or stand. You may want to stand or sit close to the speaker in order to make it easier to provide support and prompting.

Before the first student begins, model a description that includes the types of details on the Planning Sheet. Accompany your oral description with a simple visual display.

Sample description:

“My important person is my friend Molly. She is tall with curly black hair. She works in a bank. She helps people save money for things they need. She plays soccer on weekends. I like Molly because she is kind and always makes people laugh.”

Answer any questions about the description, and then call on the first speaker. Remind the student to speak audibly and clearly and to hold up the drawing or other visual display so everyone can see. Remind the other students to be good listeners.

Note that some students may need to speak directly to you at first or may need for you to provide oral sentence starters. Once students begin to speak, encourage them

to address the class.

ONGOING**Prompt Students to Provide Additional Details****ONGOING PROCESS: PROMPT STUDENTS TO PROVIDE ADDITIONAL DETAILS**

Prompt for details as appropriate

You might ask:

“What is the person’s name?”

“What does the person look like?”

“How does the person act?”

“What are some things the person says?”

“Why is this person special?”

“Why do you like this person so much?”

When the child has provided a detailed description along with a visual display and seems to have reached the end of the description (i.e., has little to add in response to follow-up prompts), thank the student and call on the next speaker.

USING THE KINDERGARTEN PERFORMANCE TASK CHECKLIST

Refer to the training videos and sample descriptions to orient you to looking for and assessing the behaviors in the [Kindergarten Performance Task Checklist](#).

Rubric Structure

The first column lists the two Domains covered by this rubric: **Expression** and **Content Details**. Within each Domain, multiple evidences are listed.

The rubric has a two-part structure. For the behaviors related to **Expression** and the top three behaviors related to **Content and Details**, you will check **Yes** or **No** depending on whether or not you observed the behavior. For the bottom row, check the box that indicates how the student uses the visual display.

On the back of the rubric, there is a section where you can add detailed observations that you cannot capture with a simple check mark.

There is also space for an optional final step: reviewing the entire rubric and any notes you have made in order to record a holistic judgment about each student's overall performance on the Task.

MEETING THE NEEDS OF ALL LEARNERS

Reference the following documents to help understand how to cultivate an accommodating environment for the task.

Accessibility and Accommodations Overview

The following are annotations of authentic Kindergarten and Grade 1 descriptions from a school for the deaf.

Sample Teacher Instruction: Structuring the Task with Accommodations

Sample Description: Practicing Speaking and Listening with Accommodations

Sample Description: Expressing Thoughts and Feelings with Accommodations

Teacher Reflection: Planning and Background Knowledge

To ensure that all students can engage fully in the K-2 Performance Tasks, in addition to implementing student-specific accommodations provided in a response to an IEP or 504, consider the following strategies:

Planning

- Provide extra time for some students to prepare their descriptions.
- Program communication devices with appropriate vocabulary.
- Use IEP or 504 goals to set appropriate expectations for clarity of speech.
- In order to help them relate experiences, ELLs and other students may benefit from having sequence words pre-taught or reviewed and then displayed at the front of the classroom or another easily accessible space while they speak.
- Pre-teach concepts and vocabulary related to a prompt, or modify the content of a prompt (but not its complexity or alignment to the task model), to be more accessible to students given their background knowledge.
- Work with students to fill out planning sheets. Acceptable accommodations include: scribing answers, allowing students to draw answers, and letting students do initial planning in their home language. Shortening or simplifying the nature of the response changes the fundamental expectation and is not acceptable.

Visual Displays

- Students who use eye gaze to communicate can select visuals in this manner.

- Students with visual disabilities can use tangible objects as their visual display, can act out parts of their description or experience, can work with a teacher or aide, or can use special technology to select appropriate visual displays to accompany their presentations.
- It is important for students to understand that the essence of the visual display is not to create art but to supplement what they express through words.

Describing

- At grade levels where speaking in complete sentences is an expectation, share the expectation with students, provide instruction and examples, and provide sentence starters.
- Some students may need to provide a description of an experience to a partner instead of to a group at first. However, this should be temporary scaffolding for giving a presentation to a group.
- Some students may benefit from rehearsing in front of the teacher before presenting to a group.
- Address cultural and learning issues related to norms for calling on audience members and listening to others with care.

NEXT STEPS

Use the completed Rubrics to reflect upon student performance. After completion, decide how you want to use the results of the rubric. Consider the following:

- Share the ideas captured on the Rubric with students.
- Identify patterns across the classroom.
- Focus instruction on certain standards where the Rubric indicates improvement is needed.
- Determine opportunities for using the Rubric with other Kindergarten Speaking and Listening Performance Tasks.

Reflection

Spend some time reflecting on what you learned from conducting the task.

- What do I know about my class because of this Performance Task (including strengths/needs of the class linked to specific standards, as well as general information about my students)?
- What do I know about specific students?

APPENDIX: KINDERGARTEN PERFORMANCE TASK MODEL

The Task Model outlines the basic requirements of the task and can be used by teachers to generate new tasks that fit the same basic design.

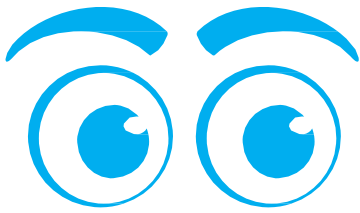
Task Focus	Describe Familiar People, Places, Things, and Events
Discussion Format	Small group discussion lasting approximately 5 minutes
Standards	<ul style="list-style-type: none">• SL K.4: Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.• SL K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.• SL K.6: Speak audibly and express thoughts, feelings, and ideas clearly.
Order of Student Actions	<ul style="list-style-type: none">• Students listen to prompt.• Students plan response with teacher support and the planning sheet, using drawing, visualization, dictation, selection from possible images, conversation with a classmate, or other methods.• Students respond to prompt orally and use drawings or other visual displays to provide detail.• Using questions and suggestions, teacher continually prompts students for more detail as appropriate.• Students provide additional detail, in the form of words and/or pictures/visual displays.

Planning Sheet

Name: _____

Name:

My important person is:



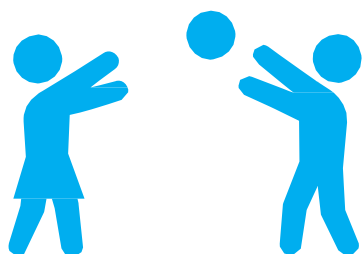
What does this
person **look**
like?



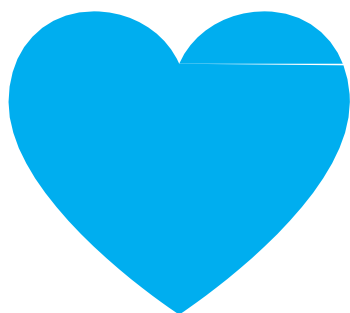
What do you
talk about with
this person?

Planning Sheet

Name: _____



What do you
do with this
person?



Why is this
person **special**
to you?

Student Name: _____

Date of Task: _____

Expression (SL.K.6)	Expresses thoughts and ideas clearly (SL.K.6)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Expresses feelings clearly (SL.K.6)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Consistently speaks audibly (SL K.6)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Content and Details (SL.K.4, SL.K.5)	Describes familiar people, places, things and events (SL.K.4.1)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Provides additional detail in response to prompting and support (SL.K.4.2)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Provides drawings or other visual displays to add additional detail as desired (SL.K.5)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	<p>Check all options that indicate how the student uses visual displays (SL.K.5)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides visual display before description <input type="checkbox"/> Provides visual display to add detail after description <input type="checkbox"/> Draws a picture <input type="checkbox"/> Creates a sculpture or model <input type="checkbox"/> Uses blocks <input type="checkbox"/> Acts out what is being described <input type="checkbox"/> Identifies a pre-existing image that matches the description <input type="checkbox"/> Other: _____ 		

Notes on Expression (SL.K.6):

Notes on Content and Details (SL.K.4, SL.K.5):

Overall Performance:

Select the overall level at which students convey the ability to describe familiar people, places, things and events and express thoughts and feelings clearly during a Kindergarten Performance Task.

☐ Strong

☐ Developing

☐ Emerging

Strengths

Opportunities for Growth