

Performance Assessment Task

Survival Reward Challenge (Group Task)

Your group is one of the teams on a popular survival game show. In the reward challenge, the host dumps a mixture of paper clips, salt, split peas and wood chips on the sand in front of you. If you can successfully separate the mixture, you may keep the salt and split peas to create a pot of soup, the wood chips to start a fire and the paper clips to use as fishing hooks. The success of your team depends on the contributions of each and every member!

Before you begin, your team will develop a plan to separate the substances. The tools you can choose from to accomplish this task include filter paper, fresh water, funnels, coarse and fine sieves, magnets, spoons, forks and containers of various sizes. If you feel you need to use other tools as well, be sure to discuss this with the host (your teacher).

Once your plan is complete, your team will receive the mixture and begin separating. You may need to adjust the plan during the course of the challenge.

- As your team first develops a plan and then separates the mixture, you will need to make sure you are contributing your share to the success of the group. You also need to make sure everyone else on the team has a chance to contribute as well.

Once your team has completed the task, you will **each** prepare a project report including:

- a written description of the plan
- specific examples of what you as an individual did to contribute to the group and include others
- an evaluation of the plan and separation procedures. Identify both the strengths of your plan and procedures as well as suggestions for improvement.

Survivors ready? On your marks, get set, SEPARATE!

Rubric: Survival Reward Challenge (Group Task)

Student _____

Level Criteria	Excellent	Proficient	Adequate	Limited *	Insufficient / Blank *
Contribute to group process (Science 5-1.7, 5-1.9, 5-4.8) (ELA 5.2.1, 5.2.4)	Makes significant contributions to the group, and includes others in a purposeful manner.	Makes relevant contributions to the group, and includes others in an effective manner.	Makes basic contributions to the group, and includes others in an appropriate manner.	Has difficulty making meaningful contributions to the group.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
Describe plan (ELA 3.3.1, 3.3.2)	Provides a comprehensive description of the plan, organized in a purposeful manner.	Provides a substantial description of the plan, organized in a logical manner.	Provides a cursory description of the plan, organized in a simplistic manner.	Summary is unclear and/or incomplete . Organization is haphazard .	
Evaluate plan and procedures (Science 5-1.12, 5-7.2)	Provides an insightful evaluation of plan and procedures, identifying significant areas of strength and suggestions for improvement.	Provides a thoughtful evaluation of plan and procedures, identifying specific areas of strength and suggestions for improvement.	Provides a cursory evaluation of plan and procedures, identifying predictable areas of strength and suggestions for improvement.	Evaluation is unclear and/or incomplete with few, if any recommendations for improvement.	

* When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.