

Performance Assessment Task

Survival Reward Challenge (Individual Task)

You are 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 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).

- Before you begin, you will develop and describe a plan to separate the substances.
- Once your plan is complete, you will receive your mixture and begin separating. You may need to adjust the plan during the course of the challenge.
- Once you have completed the task, you will prepare a written 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 (Individual Task)

Student _____

Level Criteria	Excellent	Proficient	Adequate	Limited *	Insufficient / Blank *
Describe plan (Science 5-1.7) (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 .	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
Apply separation techniques (Science 5-4.4, 5-4.10, 5-7.2)	Applies efficient separation techniques that result in extensive separation.	Applies practical separation techniques that result in substantial separation.	Applies viable separation techniques that result in partial separation.	Applies unworkable separation techniques.	
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, insufficient or not yet, the teacher makes decisions about appropriate intervention to help the student improve.