| Performance Tasks | |
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| ELA/Literacy Performance Task | |
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| Service Animals Lend a Hand Sample Opinion Performance Task, Gr. 5 | |
| Task: | |
| People with disabilities often face challenges as they strive to perform the tasks of daily living. With the help of a service animal that is trained to perform specific tasks, disabled people can enjoy more independence and participate more fully in everyday activities in their home, school, workplace, and community. | |
| more independence and participate more fully in everyday activities in their home, school, workplace, and community. For this task, you will be writing an opinion article related to the | |
| For this task, you will be writing an opinion article related to the topic of service animals. Before you write your article, you will review three sources (an audio presentation with photos and two articles) that provide information about different types of service animals and a new law regarding service animals. | |
| After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and view or read the sources carefully for information you will need to answer the questions and | |
| white an article. | |
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| Service Animals Lend a Hand | |
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| Opinion Performance Task | |
| Research Question | |
| Which of the three sources would be the most useful in arguing against the new law? Explain why, and | |
| support your answer with at least two details from that source. Type your answer in the space provided. | |
| Service Animals Lend a Hand Opinion Performance Task Your assignment: The legislature has passed a new law that allows only service dogs to go with their owners into public places. You are working on the school newsletter, and you have been asked to write a multi-paragraph article giving your opinion on the new law. In your article, you will take a side as to whether you think allowing only service dogs in public places is a good law or whether other service animals should also be permitted. Your article will be read by the teachers and students at your school. In your article, clearly state your opinion and support your opinion with reasons that are thoroughly developed using information from what you have read and viewed. | |
| Math Performance Task | |
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Smarter Balanced

Heartbeats Performance Task Classroom Interaction

- Resources needed:

 Each student should have access to a piece of paper and writing tool

 - Projector or some manner to display images
 A timing device for measuring a 20 second interval

Setting the Context
Facilitator says: "The performance task you will complete allows you to explore the body welghts and pulse rates of different animals."
Facilitator says: "Let's start by talking about the body weights of different animals. Imagine a chicken, a dog, a horse, and a rat. On your paper, write the animals in order from lightest to heaviest according to their body weights. [Display the animals' names for students in the order listed: chicken, dog, horse, rat! 1

[Inspiry the animals names for students in the order listed: Chicken, dog, horse, rat.]

Facilitator asks: "Which two animals do you think are closest in weight?" [Wait for responses. Responses may include the rat and the chicken, or some students may think the dog and the horse depending on which breeds they are considering or because they have never seen the live animals. Students may explain why they made the choice they did.]



HEARTBEATS

In this task, you will use data to create a model that shows the relationship between animal body weight and pulse rate measures. Then you will examine additional data to evaluate your model.

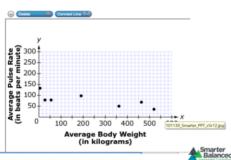
A study states that the relationship between an animal's pulse rate and body weight is approximately linear. The study data are below.

Table 1. Average Body Weight and Average Pulse Rate of Seven Animals

| Animal | Average Body Weight (in kilograms) | Average Pulse Rate (in beats per minute) | | | |
|--------|---------------------------------------|------------------------------------------|--|--|--|
| Cat | 3 | 130 | | | |
| Goat | 28 | 75 | | | |
| Sheep | 56 | 75 95 | | | |
| Pig | 192 | | | | |
| Ox | 362 | 48 | | | |
| Cow | 465 | 66 | | | |
| Horse | 521 | 34 | | | |



The data from Table 1 are plotted below. Use the Connect Line tool to create a linear model of these



| The body | | | | | | guinea | pig | an |
|------------|-------|--------|---------|-------|-----|--------|-----|----|
| rabbit are | given | in the | e table | e bel | ow. | - | - | |

| Animal | Average Body Weight (in kg) | Average Pulse Rate (per minute) | | |
|---------------|--------------------------------|-------------------------------------|--|--|
| Guinea Pig | 1 | 250 | | |
| Rabbit | 2.5 | 265 | | |

If the study had included these data, would this change the model relating average body weight and average pulse rate? However study of the study of

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