

**SAMPLE**

**Note:** This document reflects the changes made in 2016.

# Student Learning Assessment

**SLA**  
Student Learning Assessment

## **Numeracy**

**Sample Performance Task Zoo**

**Administration  
Guidelines for Teachers  
2015**

Provincial Assessment Sector

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# Zoo—Sample Performance Task

## Introduction

The sample performance task is an example of the type of performance task that will be administered in the fall 2015 Pilot Student Learning Assessment (SLA). It is designed to provide teachers, administrators, and parents with information they can use to familiarize themselves with the administration of the 2015 Pilot SLA Performance Task. This sample performance task is a resource that teachers may choose to use with their students.

Revisions in 2016 include:

- The specific outcomes associated with this Numeracy Performance Task were added to the Assessing the Performance Task section.

## Numeracy

Numeracy is the ability, confidence, and willingness to engage with quantitative\* or spatial† information to make informed decisions in all aspects of daily living.

## Purpose of the Pilot Performance Task

The performance task is designed to engage students in a variety of activities. The activities are based on outcomes in the current Grade 2 programs of study. They are constructed to reflect knowledge representations, cognitive skill processes, and intrapersonal skills.

The purpose of the Numeracy Performance Task is to find out what students are able to do **independently** in order to identify their individual strengths, as well as areas for improvement. The results are to be used to improve student learning and enhance classroom instruction. This task is NOT designed to be a summative assessment.

\*Quantitative information is information that can be measured and expressed as an amount.

†Spatial information is the physical location of objects or the relationship between objects.

## Performance Task at a Glance

The sample performance task includes two problem-solving activities that are designed to be completed in about **60 minutes**.

### Breaks may be taken at any time during the administration of the sample performance task

#### 1. Presentation of Information

The purpose of the presentation is to focus students' thinking and prepare them for the task. This is done through the presentation of information and class discussions.

#### 2. Activity 1: Problem Solving

Students use the given scenario and problem. Students work **independently** to solve the problem and explain their thinking.

#### 3. Activity 2: Problem Solving

Students use the given scenario and problem. Students work **independently** to solve the problem and explain their thinking.

#### 4. Final Check

Students are encouraged to review their tasks to ensure clarity and completeness of the response.

#### Teacher Tips

- ✓ The purpose of the Student Learning Assessments is to determine what students can do **independently**. This will support the teacher in designing instruction to meet individual strengths and areas requiring improvement.
- ✓ The sample performance task can be completed over several sessions or days.
- ✓ Teachers **should not** record any information for students to view and/or copy.
- ✓ Students may use manipulatives.
- ✓ Students **shall not** use calculators.

# Preparation for Administration of the Sample Performance Task

## 1. Review the Group Presentation

- Ensure the group presentation can be projected onto a SmartBoard or other screen.
- Ensure that the audio and video components function properly.
- Review the supplementary information and teacher tips provided in this document.

## 2. Prepare Student Materials

- Make a copy of the following documents for each student:


### ○ Activity 1:

Student Name \_\_\_\_\_

Student Learning Assessments Numeracy 3 Sample  
Performance Task: ZOO



Activity 1

Mr. Smith buys tickets for the zoo. The TOTAL cost of the tickets is \$60. How many adults and children does Mr. Smith take to the zoo?



Ticket Prices	
Adult	\$5
Child	\$2

Use pictures, words, and/or numbers to show how you solve the question.

Adult – \$5 	
Child – \$2 	

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Student Name \_\_\_\_\_

Activity 2

Mr. Smith spends \$60 on tickets. Each group of 5 students needs at least 1 adult. How many groups go to the zoo?

Use pictures, words, and/or numbers to show how you solve the question.



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### ○ Activity 2:

## 3. Manipulatives – optional

- Students may use manipulatives while responding to the sample performance task.

# Administration of the Sample Performance Task

## A. Presentation of Information

Suggested time: 3–5 minutes

**Note:** ALL suggested times are guidelines; there is no time limit for the sample performance task.

### Slide 1: Introduction

Purpose: To introduce the students to the context of the task.

- Display slide 1.
- Play the video. It may be played as many times as necessary. (See page 7 for video transcripts.)



Lead the class in a short discussion about the information on the video in slide 1.

#### *Suggested discussion questions*

- Where have you seen different amounts of money needed for admission?
- What do you know about the amount of money needed to buy tickets for adults? Children? Seniors? Babies?



#### **Read the following information to the class:**

We will be thinking, talking, and responding to what we know about how many tickets for adults and/or children can be purchased with \$60.

## B. Discussion and Planning

Suggested time: 5–10 minutes

### Slide 2: Discussion and Planning

Purpose: To focus the students' thinking and prepare them for the task.

- Display slide 2.



#### Listen to the questions on Slide 2 of the slide show.

Think about...

- When looking at the cost of the tickets, what is different? What is the same?
- What else do you know about buying tickets for adults? Children? Seniors? Babies?

Talk about...

- In groups of 2 to 4 students, discuss the questions above.

- Allow students to discuss the questions in groups of 2 to 4 students



#### Read the following information to the class:

We are going to solve some problems related to how many tickets for adults and/or children can be purchased with \$60.

### Slide 3: What You Need To Do

Purpose: To clarify the criteria and expectations for the task.

- Display slide 3.



#### Listen to the following information with the class:

- You need to solve the problem.
- You need to show your solution. Be sure it makes sense.
- You need to use pictures, words, and/or numbers to show your thinking.



Lead the class in a short discussion in order to clarify the information on the slide.

#### *Clarifying information*

- Find the important information you need to solve the problem
- Show your work
- Be sure your communication is clear

## C. Response Time

Suggested time: 20–30 minutes

### Slide 4: Activity 1

Purpose: To provide the information necessary to complete **Activity 1** of the task.

- Display slide 4.
- Distribute the **Activity 1** page to the students.



**Listen to the following information with the class:**

Mr. Smith buys tickets for the zoo. The TOTAL cost of the tickets is \$60. How many adults and children does Mr. Smith take to the zoo?



**Listen to the following information with the class:**

Use pictures, words, and/or numbers to show how **YOU** solve the question.

### Teacher Tip

**Note:** It is recommended that students take a break between Activity 1 and Activity 2.

### Slide 5: Activity 2

Purpose: To provide the information necessary to complete **Activity 2** of the task.

- Display slide 5.
- Distribute the **Activity 2** page to the students.



**Listen to the following information with the class:**

Mr. Smith spends \$60 on tickets. Each group of 5 students needs at least 1 adult. How many groups go to the zoo?



**Listen to the following information with the class:**

Use pictures, words, and/or numbers to show how **YOU** solve the question.



## D. Self-Reflection

Suggested time: 5–10 minutes

### Slide 6: Final Check

Purpose: To focus the students on reviewing their response to the task.

- This final check may be completed any time after the students have finished their written response.



### Listen to the following information with the class:

- Take some time to review your work.
- Check to see if your solution for each activity
  - makes sense
  - answers the question
- Check to see if your strategy for each activity is
  - clearly described
  - easy to understand

## Video Transcripts

### Slide 1 – Video voice over script:

Mr. Smith takes his class to the zoo. When they arrive at the zoo the students watch a video while they wait in line to buy tickets. They notice that tickets cost 5 dollars for one adult and 2 dollars for one child. They are excited to pay for the tickets and go to the zoo.

## Assessing the Performance Task

The purpose of the Numeracy Performance Task is to find out what students are able to do **independently** in order to identify their individual strengths as well as areas for improvement. The sample performance task will only be assessed at the local level.

Classroom teachers are expected to assess their students' Numeracy Performance Task. The use of the results to inform local decision making is encouraged. The students' performance tasks are kept at the school for reference during student, parent, and teacher conversations.

The specific outcomes being measured with this performance task are:  
N.1, N.4, N.5, N.7, N.9, N.10, & S/P.1.

## Assessment Descriptors and Exemplars

When assessing the Numeracy Performance Task, teachers will use the following documents:

1. Numeracy Performance Task Descriptors (Located on the Teacher Dashboard.)
2. Numeracy Performance Task Exemplars of Student Responses (Located on the Teacher Dashboard.)

## Contacts

### Technical Support for Administering the SLAs

Telephone: 780-427-5318

Toll-free within Alberta: 310-0000

Email: [cshelpdesk@gov.ab.ca](mailto:cshelpdesk@gov.ab.ca)

Office Hours:

Monday through Friday, 8:15 a.m. to 4:30 p.m.

The office is open during the lunch hour.

For assistance with questions regarding the content, administration, or assessment of the performance task, contact Renate Taylor Majeau, Numeracy (English and French) SLA Team Leader ([Renate.Taylormajeau@gov.ab.ca](mailto:Renate.Taylormajeau@gov.ab.ca)).