



REACH Performance Task Administration Manual

*Guidelines and Logistics for
SY 2014-2015*

REACH Performance Task Administration Manual

SY14-15 Chicago Public Schools

REACH Overview

PERA and REACH Students

In 2010, the State of Illinois passed the Performance Evaluation Reform Act (PERA), which required Chicago Public Schools to begin implementing enhanced teacher and principal evaluation systems in the 2012-2013 school year. REACH Students is the district's enhanced, comprehensive system for teacher evaluation and support. Under REACH, the largest part of a teacher's overall performance rating (or REACH Score) is based on observations of teaching practice, conducted by school leaders and administrators based on the CPS Framework for Teaching. According to PERA, a teacher's performance rating also must include two different measures of student growth. Under REACH, this means student growth will be measured via traditional and performance assessments.

The traditional assessment CPS uses is NWEA's MAP (Measures of Academic Progress) for Grades 3-8, and EPAS (EXPLORE, PLAN & ACT) assessments for high school grades. Its performance assessments are REACH Performance Tasks in all grades and subjects, pre-Kindergarten through 12. Student gains made between the fall and spring administrations of each assessment will contribute, in part, toward teachers' summative REACH rating.

Performance Tasks

A performance task is one type of performance assessment. According to Peter Afflerbach, a performance assessment "represents convergences of student learning, incorporating skills, strategies, and the content domain learning that are goals of effective instruction. Performance assessments can help us determine not only what students can understand...but also how they use what they understand."

A performance task is a written or hands-on demonstration of mastery, or progress towards mastery, of selected standards or skills. They ask students to perform or to generate meaning on their own rather than select answers from a pre-determined list. They can yield rich insights not only into what students know and do not yet know, but how they apply their knowledge to complex questions or tasks. This provides teachers with formative information they can use to help students improve not just their content knowledge, but the facility with which they can "put it all together."

REACH Performance Tasks

REACH Performance Tasks will be administered at the beginning and the end of the 2014-2015 school year, and student growth between these two administrations will count towards a portion of all teachers' summative performance ratings **In SY2014-2015, ALL teachers and teacher-librarians must administer a REACH Performance Task to one of his/her classrooms at the beginning of year (BOY) and end of year (EOY).**

CPS has determined that 99.7% of the teacher force has an appropriate REACH Performance Task available this year, so very few teachers will need to create a task. For a list of available tasks, visit the REACH Performance Task page in the Knowledge Center or the CIM Outreach page.

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New Policy Overview

- Follow the provided links for more information on these policies.

REACH Performance Task Administration

A teacher will receive credit for his/her students' growth on Performance Tasks for purposes of their REACH evaluation if:

- 1) Students have BOY task scores in the CIM system or an approved Google Form**
- 2) Students have EOY task scores in a matching course and task in the CIM system or an approved Google Form**
- 3) The teacher verifies those students in the Performance Task Verification process**

- Teachers who are eligible to receive a REACH rating who are in a school for fewer than 100 instructional days will receive the “missing data” score of 3.12 for the REACH PT growth portion of their evaluation if they do not satisfy the above criteria. All teachers and teacher-librarians in a school for 100 or more instructional days are expected to satisfy the above three conditions and receive credit for student growth on REACH Performance Tasks.
1. **PT Score Entry** -- Teachers will input both the **total points** achieved (e.g. 0 – 18) and the summative score (0, 1, 2, 3) in the CIM system or an approved Google Form for each student.
 2. **K-2 teachers** will administer **2** REACH Performance Tasks this school year.
 3. **Pre-K teachers** will not enter separate scores for numeracy and literacy; all pre-k teachers will enter the combined score for the literacy & numeracy portions of the assessment into CIM.
 4. **Resource teachers** at all grade levels must assess a minimum of 20 students for the purposes of REACH. If a teacher's caseload is fewer than 20 students, then the entire caseload must be assessed.
 5. All teachers will use the **Performance Task Verification** process in the Battelle for Kids (BFK) system to indicate which students should be attributed to them for the purposes of REACH Performance Task student growth (see **criterion #3** above).
 6. Stay tuned for the release of two items from the Department of Student Assessment:
 - 1) **REACH PT Study Report** – communication of the findings from a study conducted during the summer of 2014 that evaluated the REACH PT program and the consistency of teacher scoring in order to target areas of improvement for task design and administrative guidance
 - 2) **Calibration Exercise Toolkit** – resources to help teachers within a school collaboratively score student work and attain consistency in evaluating student open-response items.

Pre-school Teachers

7. Age Cycle 3 and 4:

- 1) ***NEW*** ALL preschool teachers, whether in a PK-2, 3, 4, or 8 school, will administer one Performance Task and enter the combined score for the literacy & numeracy portions of the assessment into CIM. See page 26 for complete scoring guidance.
 - In SY2013-2014, preschool teachers in PK-2, 3, and 4 schools entered the literacy and numeracy scores separately and received two REACH Performance Task growth scores. This is no longer the case.
- 2) Preschool teachers of full day programs must administer the appropriate Age Cycle task to all Age Cycle 3 and 4 students enrolled in the class. Teachers of half-day programs should select either the AM or PM class to assess for the purposes of REACH.
- 3) Teachers with both Age Cycle 3 and Age Cycle 4 students will be able to order materials for both groups of students through the order process. Find full details on ordering on page 19.
- 4) Age Cycle is defined by the age of a student on September 1, not chronological age. This means that a student that turns 4 during the school year should still receive the Age Cycle 3 task in the EOY assessment window.

8. **Age Cycle 2 and 5 students should NOT be assessed with a REACH Performance Task** as the task is developmentally inappropriate. There are few of these students in CPS classrooms, so the vast majority of preschool students can and will be assessed in SY2014-2015.

- **Students with disabilities**

- **See page 28 and Appendix A for guidance on providing appropriate accommodations**
- If a student or group of students requires a significantly modified task the modified task must be approved by the principal and electronically submitted to reachperformancetasks@cps.edu, with the principal cc'd. See guidelines to determine whether a student with a disability requires a significantly modified task on page 24.

- **Scoring**

- **See page 26 for complete guidance on scoring**
- All tasks taken by students that receive services from bilingual/ESL and/or special education support personnel **must be collaboratively scored by both the support and the general education teacher. Only one teacher should enter scores in CIM.** Both teachers will receive “attribution of score” for this student, if they both “verify” the student during the Performance Task Verification process later in the year.

K-2 General, Special or Bilingual/ESL Education Self-Contained Teachers

- **NEW*** **ALL K-2 teachers must administer 2 REACH Performance Tasks**
 - Self-contained teachers will administer one literacy task in English or Spanish, and one math task per student.
 - Self-contained teachers at the K-2 level must give the appropriate grade-level task to all students enrolled in the class. Teachers will need to determine whether the child is given this task in Spanish or in English, as informed by the child’s English proficiency and language of instruction.
 - In cases of a multi-grade split, the grade-level task should be administered to each grade-level served. Teachers will be able to order tasks for split classes using a single order form this year. Find full details on the order process on page 19.
 - Departmentalized K-2 teachers (e.g. 1st and 2nd grade science) will administer a Performance Task to two of their class sections.
 - These teachers will no longer receive credit for the school-wide value-added ratings for the purposes of their REACH evaluations; instead, student growth as demonstrated through two Performance Tasks will account for the totality of their REACH student growth rating.
 - **K-2 literacy and math assessments were shortened to a suggested time of 25-30 minutes each to accommodate the administration of multiple assessments.**
- **Students with disabilities**
 - **See page 28 and Appendix A for guidance on providing appropriate accommodations**
 - If a student or group of students requires a significantly modified task the modified task must be approved by the principal and electronically submitted to reachperformancetasks@cps.edu. See Guidelines to determine whether a student with a disability requires a significantly modified task on page 24. **Scores for students that took a significantly modified task will be entered using the regular BOY task codes.**
- **Scoring**
 - **See page 26 for complete guidance on scoring**
 - All tasks taken by students that receive services from bilingual/ESL and/or special education support personnel **must be collaboratively scored by both the support and the general education teacher. Only one teacher should enter scores in CIM.** Both teachers will receive “attribution of score” for this student, if they both “verify” the student during the Performance Task Verification process later in the year.

3-8 General, Special or Bilingual/ESL Education Self-Contained Teachers

- **Class/subject selection:** Self-contained teachers at the 3-8 level should give the appropriate grade-level task for either literacy or math – the teacher can choose which subject to administer. Teachers will need to determine whether the child is given these tasks in Spanish or in English, as informed by the child’s English proficiency and language of instruction.
- **Split Classes:** The appropriate grade-level literacy task must be administered to each grade-level served.
- **Students with disabilities**
 - **See page 28 and Appendix A for guidance on providing appropriate accommodations**
 - If a student or group of students requires a significantly modified task the modified task must be approved by the principal and electronically submitted to reachperformancetasks@cps.edu. See Guidelines to determine whether a student with a disability requires a significantly modified task on page 24. **Scores for students that took a significantly modified task will be entered using the regular BOY task codes.**
- **Scoring**
 - **See page 26 for complete guidance on scoring**
 - All tasks taken by students that receive services from bilingual/ESL and/or special education support personnel **must be collaboratively scored by both the support and the general education teacher. Only one teacher should enter scores in CIM.** Both teachers will receive “attribution of score” for this student, if they both “verify” the student during the Performance Task Verification process later in the year.
- **PK-4 schools**
 - Third and Fourth grade teachers at PK-4 schools will continue to administer ONLY ONE Performance Task.

Grades PK-8 Specialist Teachers (PE, World Language, Art, Music, Dance, Drama, Tech Ed, Library Science)

- **Class/subject selection:** Specialist teachers must select one section of one grade level to assess for the purposes of REACH.
 - CPS published tasks for grades 1, 4 and 7. If a teacher teaches more than one of these grade levels, the teacher may choose the grade level and section to assess.
 - If only one grade level is available, the teacher must choose one section of that grade to assess for the purposes of REACH.

Note: The specialist tasks were designed to be developmentally appropriate for a grade above and below the target grade level.

- **Block Schedules:** Teachers on a block schedule must assess the last cohort of students they serve for the purposes of REACH (2nd semester or 4th quarter). If the last cohort of students served is not a grade 1, 4 or 7 class, the teacher must determine whether or not the task would be appropriate for the grade above or below. If a teacher determines that the task is not age appropriate or does not align with scope and sequence of instruction, a task must be developed. For more information on creating a REACH Performance Task see page 21. This document outlines what is and is not allowed when creating or adapting a task. **Teachers are strongly encouraged to use a centrally developed REACH Performance Task.**
 - Teachers on block schedules will enter their students' REACH Performance Tasks into an approved Google Form which will go live on February 2nd. Teachers will be pre-identified and approved for entry through a survey process during the 1st semester.
 - ***Please note: Teachers on block schedules should order Performance Tasks in the BOY Ordering Window as we will not have a separate printing order for the winter.**
- **Students with disabilities**
 - **See page 28 and Appendix A for guidance on providing appropriate accommodations**
 - If a student or group of students requires a significantly modified task the modified task must be approved by the principal and electronically submitted to reachperformancetasks@cps.edu. See Guidelines to determine whether a student with a disability requires a significantly modified task on page 24. **Scores for students that took a significantly modified task will be entered using the regular BOY task codes.**
- **Scoring**
 - **See page 26 for complete guidance on scoring**
 - All tasks taken by students that receive services from bilingual/ESL and/or special education support personnel **must be collaboratively scored by both the support and the general education teacher. Only one teacher should enter scores in CIM.** Both teachers will receive "attribution of score" for this student, if they both "verify" the student during the Performance Task Verification process later in the year.

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- **World Language:** Teachers of world languages must first select FLES or FLEX tasks to administer for the purposes of REACH. FLES tasks are designed for students receiving 120 minutes or more in the target language per week. FLEX tasks are designed for students receiving fewer than 120 minutes of instruction per week. If a grade 4+ student transfers into a FLES program with zero, one or two years of instruction in the target language, the teacher may administer the FLEX task instead of the FLES.

This year, the World Language REACH Performance Tasks have been translated in almost all the languages taught in our schools. The English version is provided as a template to be used when translating the tasks into the languages not provided.

Grades K-8 Departmentalized Core Teachers Who Teach a Single or Multiple Subjects

- **Class/subject selection:** Grades K-8 departmentalized teachers must select a subject (if teaching more than one), a grade level, and a class section to assess for the purposes of REACH.
 - The grade level chosen must have an available REACH Performance Task. For example, a science teacher of grades 2-4 must assess science grade 4 because it is the only centrally available task (science is available for grades 4-8 and high school).
 - **Note: Because of the large volume of teachers departmentalized at the elementary school level, SY2014-2015 REACH Performance Tasks are available grades K-8 in math, grades 4-8 in science, and grades 6-8 in social science.**
 - ***A task may not be created or adapted if a task is centrally available.***
- **Split Classes:** The appropriate grade-level task should be administered to each grade-level served. If one grade level in the split class has no centrally created task available, assess the students in the grade level that does have an available task.
- **Students with disabilities**
 - **See page 28 and Appendix A for guidance on providing appropriate accommodations**
 - If a student or group of students requires a significantly modified task the modified task must be approved by the principal and electronically submitted to reachperformancetasks@cps.edu. See Guidelines to determine whether a student with a disability requires a significantly modified task on page 24. **Scores for students that took a significantly modified task will be entered using the regular BOY task codes.**
- **Scoring**
 - **See page 26 for complete guidance on scoring**
 - All tasks taken by students that receive services from bilingual/ESL and/or special education support personnel **must be collaboratively scored by both the support and the general education teacher. Only one teacher should enter scores in CIM.** Both teachers will receive “attribution of score” for this student, if they both “verify” the student during the Performance Task Verification process later in the year.

Grades 9-12 Teachers of a Single or Multiple Core Subject Courses

- 1. Course/Section selection:** Grades 9-12 departmentalized teachers must select a subject (if teaching more than one), a course, and a class section to assess for the purposes of REACH.
 - The course chosen must have an available REACH Performance Task. This means that a teacher of English I and Creative Writing must select English I because this is the only course with a centrally available task.
 - ***A task may not be created or adapted if a task is centrally available.***
- 2. Task naming:** The content of SY2014-2015 high school tasks may align to a course with a dissimilar naming convention (i.e. Task Name="Literacy Grade 10"; Course Name="Comparative Literature") In order to determine whether or not a task is available for a course that does not share the name of the task, the teacher must examine the content of the task.
- 3. Teacher Created Tasks:** Teachers who believe that no task aligns to courses they teach must request permission from the principal to create a task. Note: this should be used in very limited circumstances as a course-aligned task is available for 99%+ of the teacher force. Send questions about task course alignment to reachperformancetasks@cps.edu. All teacher-created tasks must be submitted to reachperformancetasks@cps.edu with the principal copied.
- 4. Block Schedules:** Teachers on a block schedule must assess the last cohort of students they serve for the purposes of REACH (2nd semester or 4th quarter). This means that teachers of semester-long courses must administer the BOY task the first time they see their last cohort of students. For example, a block scheduled math teacher teaches Algebra from Aug.-Jan. and Geometry from Jan.-June. This teacher would administer the Geometry task in January. If not all second semester courses have a task available, (e.g. IB Theory of Knowledge), the teacher must assess the class with an available task.
 - Teachers on block schedules will enter their students' REACH Performance Tasks into an approved Google Form which will go live on February 2nd. Teachers will be pre-identified and approved for entry through a survey process during the 1st semester.
 - ***Please note: Teachers on block schedules should order Performance Tasks in the BOY Ordering Window as we will not have a separate printing order for the winter.**
- 5. Students with disabilities**
 - **See page 28 and Appendix A for guidance on providing appropriate accommodations**
 - If a student or group of students requires a significantly modified task the modified task must be approved by the principal and electronically submitted to reachperformancetasks@cps.edu. See Guidelines to determine whether a student with a disability requires a significantly modified task on page 24. **Scores for students that took a significantly modified task will be entered using the regular BOY task codes.**
- 6. Scoring**
 - **See page 26 for complete guidance on scoring**
 - All tasks taken by students that receive services from bilingual/ESL and/or special education support personnel **must be collaboratively scored by both the support and the general education teacher. Only one teacher should enter scores in CIM.** Both teachers will receive "attribution of score" for this student, if they both "verify" the student during the Performance Task Verification process later in the year.

Grades 9-12 Specialist Teachers (PE, World Language, Art, Music, Dance, Drama, Library Science, JRTOC, CTE American Sign Language)

- **Task Availability Overview:** In SY2014-2015, REACH Performance Tasks are available to high school and elementary specialist teachers. Knowing that the scope and sequence of instruction varies widely across and within high schools, the tasks in these subjects may or may not be labeled by course.
- **Block Schedules:** Teachers on a block schedule must assess the last cohort of students they serve for the purposes of REACH (2nd semester or 4th quarter). This means that teachers of semester-long courses must administer the BOY task the first time they see their last cohort of students. For example, a block scheduled math teacher who teaches Algebra from Aug.-Jan. and Geometry from Jan.-June must administer the Geometry task in January. If not all second semester courses have a task available, (e.g. IB Theory of Knowledge), the teacher must assess the class with an available task.
 - Teachers on block schedules will enter their students' REACH Performance Tasks into an approved Google Form which will go live on February 2nd. Teachers will be pre-identified and approved for entry through a survey process during the 1st semester.
 - ***Please note: Teachers on block schedules should order Performance Tasks in the BOY Ordering Window as we will not have a separate printing order for the winter.**
- **Physical Education:** There are five high school level tasks available for PE (see tasks available in the Knowledge Center). PE teachers must select one of these tasks to administer to one class section for the purposes of REACH (e.g. one section of PE II). Contact Andy Pickett (apickett3@cps.edu) with questions about physical education REACH Performance Tasks.
- **World Language:** There are three English templates of high school level world language tasks available in the Knowledge Center – at the novice, intermediate, and advanced levels. Tasks are available at all three levels in French, Mandarin, Polish, and Spanish. Teachers will select the task they need to administer and, if it is not available, they must translate the student document into the target language. Contact Fabiola Fadda-Ginski (fmginski@cps.edu) with questions about the world language REACH Performance Tasks.
- **Visual Art and Music:** Both basic and intermediate (visual art only) level tasks are available for performance-based and context-based art/music courses. The distinction between performance and context-based tasks exist because teachers of Art I/II and Intro to Music have different scope and sequence of instruction. Teachers that focus most on production of visual art and music should use a performance-based task. Teachers that focus most on the study of existing visual art and music works should use a context-based task. All teachers should select one section of one course to assess for the purposes of REACH. Contact Evan Plummer (EEPlummer@cps.edu) with questions about the visual art and music REACH Performance Tasks.
- **Dance and Drama:** Teachers of dance and drama (theatre) should select one section of one course to assess for the purposes of REACH using either the basic or intermediate task. Contact Evan Plummer (EEPlummer@cps.edu) with questions about the dance and drama (theatre) REACH Performance Tasks.
- **Library Science:** Library science teachers at the high school level will need to collaborate with a classroom teacher of a year-long course in a content area where research is an outcome to administer a REACH Performance Task. The librarian will require one class period to administer the BOY task between 9/15/14 - 10/17/14. The librarian will also co-teach a minimum of 8 class periods with the same class during the school year. Co-teaching will consist of a 10-15 minute mini-lesson and guided practice with

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students as they do research for a project assigned by the classroom teacher. The mini-lessons at a minimum should focus on research skills, accessing resources, search criteria and evaluating sources. The librarian will also require one class period to assess students on the EOY assessment between 5/11/15 - 6/12/15. Contact Colleen Herman (cslambeherma@cps.edu) with questions about the high school library science REACH Performance Tasks.

- **JROTC:** The JROTC REACH Performance Task will be used as a baseline for incorporating literacy into JROTC classrooms and will not be used for teacher evaluation. The purpose of the task administration is to measure instructional growth and student learning. Contact Master Sgt. Cornell Davis (cwdavis1@cps.edu) with questions about the JROTC REACH Performance Tasks.
- **Career and Technical Education (CTE):** Eighteen CTE REACH Performance Tasks are available for the 2014-2015 school year. The list of available tasks can be found on the REACH Performance Task page of the Knowledge Center. Teachers of pathways without a centrally developed task must develop a REACH Performance Task. Contact Johnnie Turner (jturner@cps.edu) with questions about the CTE REACH Performance Tasks.
- **American Sign Language (ASL):** The ASL task is designed for three teaching scenarios: teachers of the deaf, teachers of students with multiple disabilities, and students learning ASL as a second language. The task is designed for 9th grade students, but may also be appropriate for students in grades 7, 8, and 10. Contact Fabiola Fadda-Ginski (fmginski@cps.edu) with questions about the American Sign Language REACH Performance Task.

Teachers of English Learners

- **Teachers of Spanish-speaking ELs only:** Spanish speaking ELs are assessed with either the provided Spanish or English task, depending on their program placement.
 - *Transitional Bilingual Education (TBE)- ELs receiving instruction in native (Spanish) language and English*
 - Grade K-2: Recommend Spanish task
 - Grades 3+: Teacher selects language of task. Whatever is selected at BOY must also be used EOY. (Teachers may assess in both languages for instructional purposes, but should enter only ONE score in CIM.)
 - *Dual Language Programs - ELs and native English-speaking students in one class. Each group receiving instruction in Spanish and English*
 - Grade K-2: Recommend tasks in students' home language
 - Grades 3+: Teacher selects language of task for each student as instructionally appropriate. Whatever is selected at BOY must also be used EOY. (Teachers may assess in both languages for instructional purposes.)
 - *Transitional Programs of Instruction(TPI) - English Learners who are receiving instruction in only English*
 - See TPI guidance below.
- **Teachers in TBE programs with native languages other than Spanish:** In cases where instruction is largely in the language other than English (LOTE) and therefore assessment would most appropriately be done in the LOTE, the task may be translated. Whatever is selected at BOY must also be used at EOY. (Teachers may assess in both languages for instructional purposes.)
- **Teachers in TPI programs –English Learners who are receiving instruction in only English**
 - Students are assessed in English. Supports and scaffolds may be provided to ensure greater access to the content of the task. Appropriate scaffolds include translations of directions and content.
 - Scaffolds and supports to aid access to tasks such as diagramming instructions, using visuals, rephrasing directions, and answering clarifying questions (Note: scaffolds should be limited to accessing the content of the task, not assisting with the task itself)
 - **Teachers of ELs with Native Languages other than Spanish:** If a student or group of students cannot engage with the task due to a language barrier, the task may be translated to the native language. If no one is available to translate and score the task, students may qualify for exemption. If **ALL FOUR** of the following conditions are satisfied, a student may be considered exempt from REACH Performance Task administration:
 1. A newly arrived student scores at the beginning level on the EL Screener
 2. Native language is not Spanish
 3. No one at the school level is able to translate the task/student work into the native language
 4. Even with allowable accommodations, the student cannot access the task

Resource Teachers (Special Education and Teachers of English Learners)

7. ***NEW*** Resource teachers at all grade levels must assess a minimum of 20 students for the purposes of REACH. If a teacher's caseload is fewer than 20 students, then the entire caseload must be assessed.
8. For teachers providing push-in/pull-out support, teachers must collaborate with the core-subject general education teacher on task selection and scoring. **Only one teacher should enter scores in CIM.** Both teachers will receive "attribution of score" for this student, if they both "verify" the student during the Performance Task Verification process later in the year.
9. **Special Education teachers only:** Resource teachers with a self-contained caseload must administer the grade-level task with documented accommodations per student IEP, or through the creation of a significantly modified task. If a student or group of students requires a significantly modified task, the modified task must be approved by the principal and electronically submitted to Reachperformancetasks@cps.edu. **Scores for students that took a significantly modified task will be entered using the regular BOY task codes.**

Teachers in Multiple Schools

- Teachers that work in multiple schools must select one section of one grade/course from each school to assess for the purposes of REACH.

Teachers of Students in Advanced or Gifted courses

- Teachers of students in gifted and advanced courses have the option of administering the grade-level task, or a higher grade-level task. **Below grade-level testing is not allowed.**
- Seventh and eighth grade students enrolled in algebra may take the grade-level task, an above grade-level task, or the high school algebra task at the teacher's discretion.

Teacher Mobility: Absences, TAT's, New Teachers, Transfers, Schedule Changes, Leaves

NEW Teacher Absences during Administration Windows

- Any teacher of **grades PK – 2** who is in a school for at least 15 school days during the BOY window is expected to administer a REACH Performance Task and enter the data into CIM before the window closes. The same policy applies to the EOY window.
- Any teacher in **grades 3 – 12** who is in a school for at least 5 school days during the BOY window is expected to administer a REACH Performance Task and enter the data into CIM before the window closes. The same policy applies to the EOY window.
- Teachers who are in a school for fewer than 15 (grades PK – 2) or 5 (grades 3 – 12) days during the BOY or EOY windows are still expected to administer a REACH Performance Task and enter the data into CIM before the window closes, if able. This ensures that teachers receive credit for their students' academic growth on REACH Performance Tasks.
 - If teachers in this situation are unable administer a task or a task was not administered to their class by a previous teacher or TAT (see below), they will receive the "missing data" score of 3.12 for the REACH PT growth portion of their evaluation.
 - If a task was administered to these students, then the teacher is expected to verify that course

Temporarily Assigned Teachers (TATs) and Day-to-Day Substitutes during Administration Windows

- If a full time teacher is scheduled to return BEFORE the end of the BOY or EOY window, the Temporarily-assigned teacher (TAT)/day-to-day substitute should NOT administer the task.
- If a full time teacher is scheduled to return AFTER the end of the BOY or EOY window and has not already administered the task, the Temporarily-assigned teacher (TAT)/day-to-day substitute SHOULD administer the task.

Teachers on Leave

- If a full time teacher returns after the close of the BOY window, but on or before January 1, 2015 he/she should first determine whether or not students took the BOY REACH Performance Task. If so, the teacher will use the data as the BOY data for that class of students.
- If the teacher of record in BOY did not give the task, the new hire should administer the task as soon as he/she is able. Scores will be submitted for tasks from January 12 – January 30 through a Google Form.

New Hires

- Teachers hired after the close of the BOY window, but on or before January 1, 2015 should first determine whether or not students took the BOY REACH Performance Task. If so, the teacher will use the data as the BOY data for that class of students.
- If the teacher of record in BOY did not give the task, the new hire should administer the task as soon as he/she is able. Scores will be submitted for tasks from January 12 – January 30 through a Google Form.

Transfer Teachers

- Teachers that transfer into a new school after the close of the BOY window but on or before January 1, 2015 should first determine if students took the BOY REACH Performance Task. If so, the teacher will use the data as the BOY data for that class of students.
- If the teacher of record in BOY did not give the task, the transfer teacher should administer the task as soon as he/she is able. Scores will be submitted for tasks from January 12 – January 30 through a Google Form.

Schedule Change

If a teacher administers a Performance Task to a classroom at the BOY and then, because of a schedule change, is no longer the teacher of record for that classroom, the teacher should assess a different classroom of students as soon as possible and enter the new BOY scores during the January 12 – 30th Google Form window. If this schedule change occurs after the start of the 3rd quarter, and the teacher is on a block schedule, then they should follow the provided guidance for block schedule teachers. If this occurs and the teacher only teaches yearlong courses, then he/she will receive the “missing data” score of 3.12 for the REACH PT growth score.

Teachers on Leave during the EOY Assessment Window

- The teacher of record must administer REACH Performance Tasks to students in EOY on behalf of the teacher on leave and enter student scores into CIM.

Student Mobility

- **Student transfers into a classroom while the BOY window is open:**
 - Situation 1: Teacher has not yet administered the BOY Performance Task
 - If the teacher administers the BOY Performance Task to the class section that includes the transferred student, then that student should take the task
 - Situation 2: Teacher already administered the BOY assessment before the student transferred
 - If a student transfers into the class the teacher already assessed while the BOY window is still open, the teacher should administer the Performance Task to that student and enter the data into CIM before the window closes.

- **Student transfers into a classroom after the BOY window closes:**
 - If a student transfers into the class that the teacher administered the BOY assessment to *after* the window has closed, then the teacher should check in CIM whether that student already has data for that assessment.
 - Situation 1: Student has data for the task in CIM
 - The teacher will use the student's existing data as the BOY score and assess him/her with the rest of the class during the EOY window
 - Situation 2: Student has no data for the task in CIM
 - The teacher does not have to assess the student, and the student will not be factored into the teacher's REACH PT growth score. The teacher may choose to administer a Performance Task s for instructional purposes.

Task Ordering and Printing

Note: The processes below apply to BOY and EOY

REACH Performance Task BOY & EOY Calendar

The REACH Performance Task Beginning of Year (BOY) window will be open from **September 15th - October 17th** and the End of Year (EOY) window will be open from **May 11th – June 12th**. The Online Task Printing Order Form for the BOY window will be live from **August 25th – August 29th** for the BOY and from **April 13th – April 17th** for the EOY. The order form can be found at the [REACH PT page](#) of the Knowledge Center. All Performance Tasks will also be uploaded to the Knowledge Center the week before the windows open.

REACH Performance Task Delivery Schedule

Task Window	Order Submitted	Materials Delivered by
BOY	Monday 8/25 --Friday 8/29 (5 pm)	Monday 9/15 (3:30 pm)
EOY	Monday 4/13 – Friday 4/17 (5 pm)	Monday 5/11 (3:30 pm)

Keep in Mind:

- **Any teacher who does not submit orders by the Friday 8/29 deadline will be required to download tasks from the Knowledge Center and print them locally.**
- **EACH TEACHER MUST ORDER HIS/HER OWN TASKS USING THE GOOGLE FORM.** Clerks/administrators MAY NOT order on behalf of teachers. This is to avoid potential errors in orders for incorrect quantities or titles. This will also ensure each teacher receives a receipt confirmation of the order through selecting this option at the end of the form.
- Each teacher may only submit ONE order, for ONE Performance Task (maximum of 45 student copies). See exceptions below .
 - Because K-2 teachers are ordering BOTH math and literacy tasks, their orders may exceed the maximum of 45 student copies.
- Teachers may use REACH Performance Tasks in other classes for instructional purposes, but these must be printed at the school.

The only exceptions to the 1 order per class rule are below. The combined total of these teachers' multiple task orders may not exceed 45 student copies (except for K-2 teachers).

- **K-2 teachers** may both order more than 1 task and may exceed the 45 student maximum because of their requirement to complete two Performance Tasks.
- If you teach Spanish-speaking **English Learners or dual language learners in a bilingual / dual program** you have the option of ordering a mix of English and Spanish tasks
- If you teach a **split level** (including a Pre-K class with both age cycle 3 and 4), you have the option of ordering 2 grades for the same subject (e.g. 4th and 5th grade literacy)
- If you are a **part time specialist teacher at 2 different schools** (these teachers are required to administer a task at each school) you can place an order for 1 class at each school.

Additional Printing Details

Science

Teachers administering tasks in Chemistry or AP/IB Chemistry need supplies to administer their Performance Task. **In order to guarantee delivery of supplies, teachers need to submit an order by the 8/29 (Friday) deadline. Any teacher of these subjects who misses the 8/29 order deadline is required to pick up supplies at the Assessment Warehouse, located at 3532 W. 47th Place.** Supplies will arrive separately from ordered tasks.

Performance Based Tasks

Teachers administering performance-only based tasks (e.g. Drama) should still submit an order for printing. Teachers will receive teacher copies and rubrics to score students, but there will not be separate student copies.

Block Schedules

Teachers on a block schedule must assess the last cohort of students they serve for the purposes of REACH (2nd semester or 4th quarter). This means that teachers of semester-long courses must administer the BOY task the first time they see their last cohort of students. For example, a block scheduled math teacher teaches Algebra from August-January and Geometry from January-June. This teacher would administer the Geometry task in January. If not all second semester courses have a task available, (e.g. IB Theory of Knowledge), the teacher must assess the class with an available task.

- Teachers on block schedules will enter their students' REACH Performance Tasks into an approved Google Form which will go live on February 2nd. Teachers will be pre-identified and approved for entry through a survey process during the 1st semester.
- ***Please note: Teachers on block schedules should order Performance Tasks in the BOY Ordering Window as we will not have a separate printing order for the winter.**

Significantly Modified

Ordered printing will not be available for tasks that require significant modifications for an individual child/children.

Creation of a new task for non-covered courses

As a reminder, centrally created tasks are available for 99% of teaching situations. The need to create a task for a course not covered should be extremely rare.

10. **Significantly modified:** The modified task must be approved by the principal and electronically submitted to reachperformancetasks@cps.edu, **but scores for students that took a significantly modified task will be entered using the regular BOY task codes.**
- **Teacher Created Overview:** This year, only teachers that have no centrally available task will enter scores in CIM using alternative test codes. Alternative entry will be extremely rare, given the breadth of tasks created and the flexibility to fit nearly all teaching assignments.
 - If a centrally developed task is available that reasonably aligns to the content of any course taught by a teacher, the teacher must use the centrally available task, and will not require the alternative task code for score entry.
 - Examples of teachers who may need to create a task and enter in a “No Central Task...” test code in CIM include (but are not limited to): an elementary teacher who teaches ONLY K-2 science, a high school teacher who teaches ONLY journalism, or a CTE teacher who teaches ONLY plumbing. For questions about task-course alignment, email reachperformancetasks@cps.edu.
- **Task Naming in CIM:** Because the guidelines around “teacher created” tasks have changed, the naming convention has also changed. The codes are now named as “No Central Task (Content Area)”. E.g.: “No Central Task Science”. One of these codes is available for each subject area at the elementary and high school levels.
- Only if a centrally developed task is not available may a teacher create a task, have it approved by the principal, and submit an electronic copy to reachperformancetasks@cps.edu (with principal cc’d).

Designing the Components of a REACH Performance Task

REACH Performance Tasks should take roughly one class period to complete, and should include all four of the following components: (1) Standards; (2) Task Activity; (3) Task Materials; (4) Rubric. Beyond these elements, there is no formula to design a performance task—the tasks published centrally are the consensus results of rich discussion and debate among educators with a variety of perspectives and from diverse instructional backgrounds.

Below are suggestions and probing questions to help design of each task element. Keep in mind that the development of a task must *begin* with the selection of key learning standards, and the student activity itself should flow from these, rather than vice versa.

- **Standards** describe what students should know and be able to do, and they are what the performance task is designed to measure.

- Select one, or at most two, key, year-long learning outcomes that are *most* crucial to student success in the subject taught
 - Select outcomes that emphasize skills and cognition, rather than recall
 - Use Common Core State Standards if available and applicable—otherwise, use Illinois standards or other nationally-recognized, research-supported standards.
- **Task Description** should clearly specify the activity in which students should engage to demonstrate their level of mastery with respect to the selected standards, including the actual directions that students receive when completing the task.
- Students should perform, produce something, or otherwise actively generate meaning, instead of selecting answers from a pre-determined list
 - Aim for tasks that assess skills using content, rather than content primarily (or alone)
 - To better assess student skills and cognition, design tasks that do not assume prior knowledge of content-specific language or concepts, and/or or make sure to include clear written definitions of same
 - Written directions for students should be clear and concise
- **Task Description** should clearly specify the activity in which students should engage to demonstrate their level of mastery with respect to the selected standards, including the actual directions that students receive when completing the task. This section must also include any and all necessary materials.
- **Task Activity:** This portion of the task is the document students see, unless it is a performance-based task in which case it is a description of what the students will perform.
- The **Rubric** is used to grade student responses accurately and consistently with respect to the selected standards. Nearly all REACH Performance Tasks have a two part rubric. Part one is the Scoring Rubric, which allows a teacher to obtain the total points scored on the assessment. The second is the Summative Score, which converts the total points to the universal 0-3 scale. All REACH Performance Tasks must ultimately be scored on a 0-3 scale.
- All rubrics used for REACH Performance Tasks must specify exactly four student performance levels associated with the following numeric scores—(0) Insufficient Response; (1) Below Mastery; (2) Emerging Mastery; (3) Mastery
 - Each score must be associated with a detailed written description of what features a student response earning each one of these scores should exhibit
 - Detail what specific, *positive* qualities work in each performance category do or should exhibit.
 - Detail what specific, *negative* qualities work in each performance category do or should exhibit.
 - In all cases, a score of insufficient response should reflect work that is either not present or totally irrelevant.
 - Performance levels must be defined clearly enough so that teachers from different backgrounds and with different student populations will award the same score to a given student work product, and that a given teacher would award a given piece of student work the same score at two different points in time. Inclusion of an answer key is strongly recommended to ensure scoring consistency.

Accommodations Guidance

Accommodations for All

- Some accommodations are allowable for any student the teacher thinks may benefit.
- **All Content Areas:** The assessment may be read aloud in part or in whole (including literacy tasks) to any student who the teacher thinks may benefit from this accommodation, including those without IEPs. This accommodation was adopted in accordance with Universal Design for Learning principles. Note: if text is read-aloud in BOY it must also be read-aloud in EOY.
- **Literacy and Social Science:** Translation of directions, text and questions is allowed. For K-2 literacy tasks, the teacher may also provide copies of the read-aloud book text to students. Note: if text copies are provided in K-2 in BOY they must also be provided in EOY. If text is NOT provided in BOY it CANNOT be provided in EOY.
- **All Non-literacy/social science content areas:** Translation of directions, text and questions is allowed.

Accommodations for Students with Disabilities

- **Note: Accommodations allow for access to the performance tasks and do not change the intent of the tasks nor the expectations.** Good accommodations reduce construct-irrelevant variance (e.g. large print helps students with visual impairments by removing the accessibility obstacle of print which is too small); do not alter the construct measured (e.g. print size does not change the tested material) and produce outcomes with no differential effects (e.g. large print text helps students with visual impairments but is neutral for normally-sighted test-takers)
- Accommodations should be selected with care on an individual student basis, considering student's mode of communication, level of instruction, learning style, etc.
- More accommodations are not necessarily better. Providing students with accommodations that are not truly needed may have a negative impact on performance.
- Some accommodations may be acceptable for one content area, but threaten the validity of one or more other content area performance tasks.

Non-allowable Accommodations

- Teachers may not administer an off-grade level task.
- Teachers may not change the standards used in the task.
- The objectives found in the scoring tool may not change.

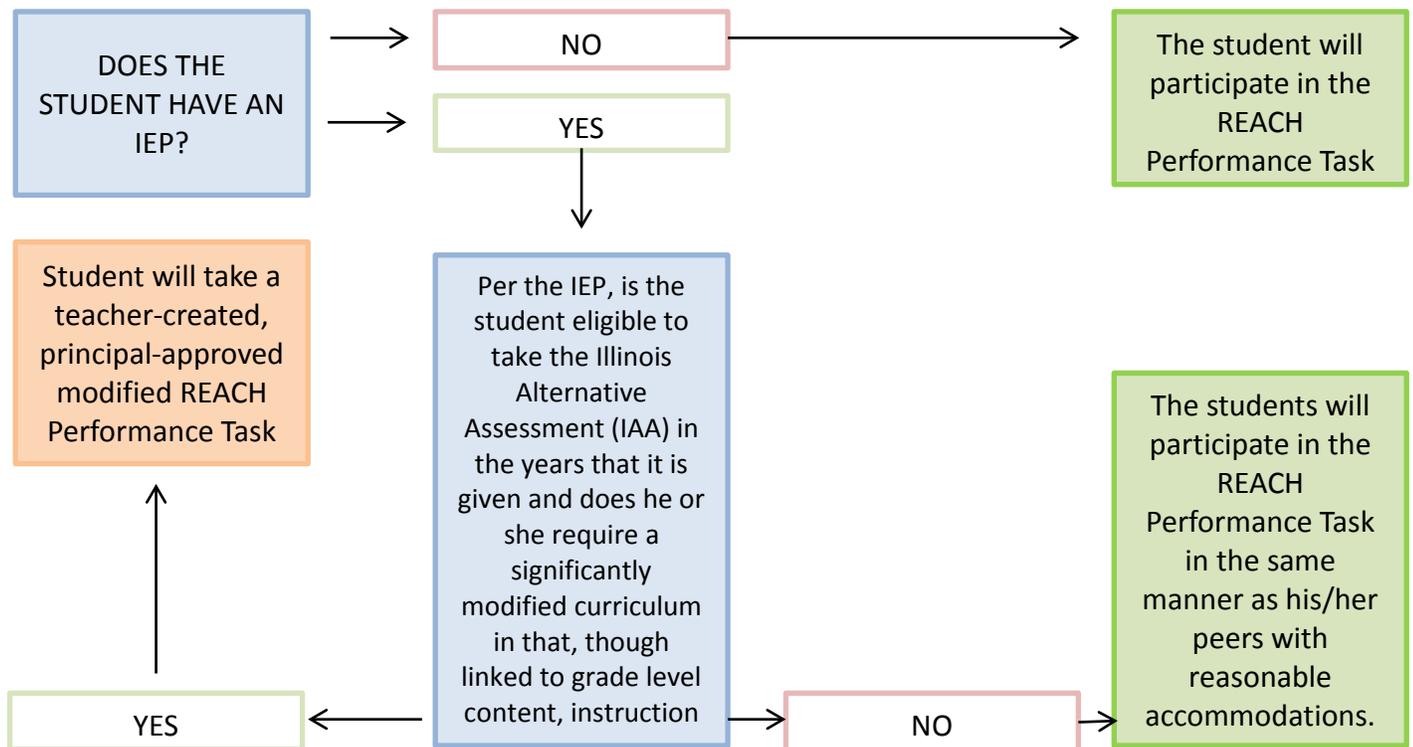
Any accommodation afforded a student during regular classroom activities should be honored when administering a REACH Performance Task.

Find additional guidance on accommodations in Appendix A, page 28.

Creation of a Significantly Modified Task

It is important to keep in mind that the purpose of modifications during instruction and assessment is to provide equitable access to the general education curriculum.

Guidelines to determine whether a student with a disability requires a significantly modified task



- **General logistics:**

- If a student or group of students requires a significantly modified task, the modified task must be approved by the principal and electronically submitted to reachperformancetasks@cps.edu. General guidelines for creation of a significantly modified task follow. In addition, find a specific example in Appendix B.
- Scores for significantly modified tasks must be entered using the standard BOY test codes.

Modification Guidelines:

Modifications involve an extreme alteration to the curriculum. Modifications involve a combination of changes to the range of educational outcomes in the curriculum such as content knowledge, the methods used for instruction, and student learning outcomes through the alteration of materials. Modifications to the content could include the simplification of concepts and/or reading levels, teaching different sets of skills at an individualized student basis, presenting smaller amounts of work, and/or changing the student methods for input or response to materials. (Koga, Nari, and Tracey Hall. "Curriculum Modification." *National Center on*

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Accessing the General Curriculum (2009): 1-33. *IDEAS That Work*.

Web. http://aim.cast.org/learn/historyarchive/backgroundpapers/curriculum_modification

Please note:

- Modifications should be selected with care on an *individual student basis*, considering the student's mode of communication, level of communication, level of instruction, learning style, etc.
- Some modifications may be acceptable for one content area, but threaten the validity of one or more other content area performance tasks.
- Effective decisions about modifications begin with making sound instructional decisions. These decisions are facilitated by gathering and reviewing information about the student's specific needs and current levels of performance in relation to state academic standards.

Task Scoring, CIM Data Entry, Task Storage, Auditing, Task Storage

Scoring tasks

- Teachers should score tasks in grade-level/course teams, where possible, to ensure consistent interpretation of student responses and alignment to the rubric.
- Task rubrics consist of two parts:
 - Scoring tool: This describes the standards/objective measured within the task and the levels of performance for each standard/objective. Use this to review student work for task components.
 - Summative Score: Add all points across each of the individual standards/objectives within the scoring tool for the final summative score. This score of 0, 1, 2, or 3 will be entered in CIM.
 - **Task rubrics should not be provided to students.**

CIM Score Entry

- ***NEW*** Teachers will input the *total points achieved (e.g. 0 – 18)* and the summative score (0, 1, 2, 3) in the CIM system for each student. This addition will provide teachers, administrators, and district staff with more information about student proficiency and progress on Performance Tasks. Only the summative score, though, will be used to calculate student growth for purposes of the REACH evaluation system.
- The teacher of record, NOT office staff, administrators or assistants, must enter scores in CIM.
- **It is critical that all teachers are properly scheduled to the students they serve, in the correct classes within IMPACT SIM.** The most common problems with inability to see a group of students or to see tasks assigned in CIM are due to improper scheduling in SIM. **Common problems to avoid:**
 - **Scheduling to only a homeroom:** Teachers at the elementary level must be scheduled to the subjects they are teaching (e.g. Reading, Math, Science...etc.)
 - **Resource teachers:** Resource teachers must be scheduled to their entire caseload of students to enable score entry. Self-contained special education or bilingual/ESL homeroom teachers should be scheduled using the same protocols for other homeroom teachers. Pull-out/push-in resource teachers should be scheduled to their caseload using the classes named Resource A - Resource J for Elementary schools, or Flexible Resource in High School. Find full details [here](#).
- The quickest and easiest way to for a teacher to confirm that he/she is properly scheduled is to log into [IMPACT Gradebook](#). If the assessed class is NOT listed in IMPACT Gradebook, it will also NOT be in CIM.
- **All test codes and names will be loaded to the CIM Outreach page.**
- For the purpose of REACH, only 1 section of 1 course should be scored in CIM. Tasks used purely for instructional purposes SHOULD NOT have scores entered in the REACH PT task codes in CIM.

Score Attribution ***NEW***

- **ALL teachers must use the Performance Task Verification process in the Battelle for Kids (BFK) system to indicate which students should be attributed to them for the purposes of REACH Performance Task student growth**
- The system will automatically populate with the BOY data input by a teacher into the CIM system. Teachers who input BOY data before the close of the administration window will see a roster of Performance Task students when signing into the BFK system at the end of the year.

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- Those teachers who do not see a Performance Task roster in the BFK system (e.g. a resource teacher who plans to share scores with a gen ed. teacher) will have to build a roster of students in the system and match them to the correct Performance Task administered. These teachers will then receive credit for those students' scores.
- A more thorough Performance Task Verification guide will be provided to teachers in advance of this end-of-year process.

Audit process

- Principals should review task scores with teachers during the pre-observation conference if possible, or during another individual meeting.
- All tasks must be held at the school level for a calendar year.
- CPS will review the results of its REACH Performance Task Study to determine parameters for a potential audit. Principals and schools will be notified by the end of the EOY administration window whether an audit will occur in the district.

Record Keeping

All tasks must be held in a secure location at the school level for one calendar year. The school clerk and principal should be informed of the location of all tasks in the event of an audit.

Appendix A: Accommodation Best Practice

- Acceptable accommodations exist in many forms. The accommodations listed on the student's Individualized Education Program (IEP) can and should be used for REACH Performance Tasks. Common accommodations include:
 - Digitized text
 - Braille text
 - Teacher/Adult read text
 - Small group administration of assessments
 - Allow for multiple breaks
 - Extended testing time
- Because REACH Performance Tasks will be administered to students at all grade levels—not just those in which assessments like the ISAT (3-8) and PSAT (11), and now PARCC, are administered—it is increasingly important, going forward, that every IEP team discuss and include appropriate testing accommodations for students of all ages. Similarly, REACH Performance Tasks will be given in all taught content areas, including areas such as music, physical education, world language, and the arts (dance, drama, visual art). Therefore, IEP teams determining proper assessment accommodations should consider all of the ways in which a student may be assessed.
- Effective decisions about accommodations begin with making sound instructional decisions. These decisions are facilitated by gathering and reviewing information about the student's specific needs and current levels of performance in relation to state academic standards. It is important to keep in mind that the purpose of accommodations during instruction and assessment is to provide equitable access to the general education curriculum.
- Accommodations can be provided in a number of different areas, most notably presentation, response, setting, timing and scheduling.
 - **Presentation accommodations** allow students to access instruction and assessments in ways that do not require them to visually read standard print. These alternate modes of access include auditory, tactile, visual, and a combination of auditory and visual accommodations.
 - **Response accommodations** allow students to complete assignments, tests, and activities in different ways or to solve or organize problems using some type of assistive device or organizer. Response accommodations can benefit students with physical, sensory, or learning disabilities (including difficulties with memory, sequencing, directionality, alignment, and organization).
 - **Setting accommodations** change the location in which a student receives instruction or participates in an assessment, or the conditions of an instructional or assessment setting. Students may be allowed to sit in a different location than the majority of students in order to reduce distractions to themselves or others, or to increase physical access or access to special equipment. Timing and scheduling accommodations change the allowable length of time to complete assignments, assessments, and activities, and may also change the way the time is organized. Timing accommodations give students the time and the breaks they need to complete activities, assignments, and assessments. Other changes may include the particular time of day, day of the week, or number of days over which a particular activity, assignment, or assessment takes place

Appendix B: Significant Modification example

The following task is similar to the 9th grade BOY REACH Performance Task, but contains annotated guidance to help teachers understand design considerations and questions to ask when making a modified version of a task. Information below can also be found on the [Knowledge Center](#). In addition, teachers may find an example of a significantly modified task for a hypothetical student (“Elizabeth”), along with a case study describing the student and her abilities. This example makes concrete the general guidance below.

TEACHER COPY MODIFICATION EXAMPLE

Student Learning Objectives

Standard Set

CCSS

Standards Assessed

- **RI 9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI 9-10.2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Auxiliary Standards

- **W 9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

***NOTE: This REACH Performance Task assesses "literacy through reading" standards. Students will respond in writing. However, this task is NOT a measure of student writing. Expectations do not require a fully developed essay (i.e., introductions, conclusions, mechanics and organization).**

Task Description

Task Overview

In this performance task, students will read and analyze a passage from *Children of the Dust Bowl* by Jerry Stanley. While reading, students should be encouraged to annotate the text, highlight or underline important information, take notes, bullet main ideas, or use any other reading strategies they are comfortable using to enhance comprehension.

After reading the text, students will demonstrate their understanding of the text by writing an objective summary of the text (CCSS RI 2). They will then identify the central idea (CCSS RI 2) and cite textual evidence of that idea (CCSS RI 1). Lastly, they will analyze how a key detail supports the central idea (CCSS RI 2).

Students should complete this task in one class period (45 minutes) and work independently (unless otherwise provided for through individual student modifications and accommodations).

A note about acceptable accommodations

Acceptable accommodations for this task exist in many forms. Accommodations listed on students' Individualized Education Programs (IEPs) can and should be used for this REACH Performance Task. It is important to note that accommodations

When creating a significantly modified task, be sure to unpack the standard. Note the verbs in the standard to see what the student is asked to do. Review the nouns to see what the student is expected to know and/or produce. Analyzing the standard across grade level spans will also help to determine the skills covered by a standard.

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provided for administering this task must adhere to the guidelines outlined in administering classroom-based assessments as outlined in Section 10(c) of the IEP. If, due to the impact or needs stemming from a student's disability the content of this task is inappropriate even with the accommodations outlined on the students' IEP, then the teacher must create an alternative REACH performance task to demonstrate skill mastery.

Note: At teacher discretion, this task may also be read aloud to *any* student that would benefit from the accommodation.

Teacher Directions

The CCSS were written for all K-12 students. Effective implementation relies on intentional planning to provide access to all students. Modifications/accommodations as outlined in

Teacher Script

Please note that everything that a teacher will need to read or say during the task is written in non-italics type. Comments are written in non-italics type.

For a significantly modified task, the teacher directions and script are the signal for the student to respond. They can include questions for the student "What is this?" or commands "Point to ___".

Today, you will demonstrate your ability to read, analyze, and respond to a text. You will have one class period (45 minutes) to read the passage and complete the task.

You will read and analyze a passage that describes life during the Dust Bowl. During this period, people known as the Okies (from Oklahoma where they could no longer grow crops) migrated to California. As the Okies made their way to California in search of a better life, they set up camps along the way, sometimes for extended periods. The Okie children were not always welcomed at the public schools in the towns where they camped. This passage contains information about how the children of the Dust Bowl, known as the Okie children, built their own school at one of the camps.

You are encouraged to annotate (take notes within) the text as you read. After you read, you will complete all three parts of the Student Answer Document. Are there any questions?

Teacher Note: For students with disabilities, check for understanding by asking them to repeat directions back to you.

Task Materials

Student Materials:

- Student Document
- Pen or pencil
- Highlighters/colored pencils for annotating on text
- Blank paper for organizing thoughts
- Post-its, note cards, etc. to annotate and organize thoughts (optional)

Teacher Materials:

- Copy of the directions to read to students.
- Copy of the passage.
- Copy of the rubric (one per student)
- Copy of students' IEP modifications/accommodations (if applicable)

Each significantly modified task should include planned accommodations and modifications based on student learner profile and those listed in their IEP.

When creating a significantly modified task, consider the potential need for providing multiple means of representation of the task and/or multiple means of the student's response to the task. Materials may involve multisensory experiences to engage and motivate students, and/or the use of assistive technology for the student to access and respond to the task. For example, provide photos of items typically found in schools and compare them to those that the Okie children had. Have students taste the items the Okie children planted in the garden.

Answer Guide

A variety of answers may be acceptable

Remember to reference the skills from the CCSS to ensure that your task appropriately aligns. This task is asking students to summarize what the text explicitly says, "Okie children built schools" and also to draw inferences such as "Okie children felt proud."

could look like.

Part 1: Objective Summary

Sample Summary:

Life was not easy for the Okies. They set up camps in towns as temporary living quarters. The Okie children, under the supervision of Leo Hart, built their own school in one of the camps. While working to build the school, the children learned many valuable life skills and lessons.

Part 2: Central Idea and Analysis

A "Mastery" level response will include a 1-2 sentence central idea, and a 1-2 paragraph analysis that contains at least 2 pieces of textual evidence. As students write their idea, analysis, and evidence, they should explain their thinking. Below are just examples; students may come up with a valid central idea, textual evidence and/or explanations that are not included below. A wide array of appropriate responses should be accepted.

Sample Central Idea:

When people work together for a common purpose, much can be achieved even under adverse conditions with limited resources.

Sample Textual Evidence and Explanation:

- On the odd looking stretch of land marked by piles of bricks, boards, boxes, and teachers he had hired and introduced them to the fifty children from Weedpatch to let Leo have them for the day. *(This depicts the gravity of the lack of resource school. It also depicts a sense of community and willingness to work for a common purpose for children to contribute to the task.)*
- Then he told them all to get to work. They did. *(This portrays how the children common purpose of building the school.)*
- On the first day a team of children dug a hundred-yard trench from the water tower in the camp to the condemned buildings in the field. *(This evokes thoughts of working together and provides a glimpse of the less than ideal conditions of the work location.)*
- It was the first time they were working for something of their own. *(This shows how a common purpose drives performance.)*
- Within two months the two condemned buildings had been renovated and made into four general purpose classrooms. *(This provides information about the conditions and resources.)*
- An old railroad car was located and moved to the school, where the boys added plumbing, wiring, and remodeled its interior. *(This shows limited resources and resourcefulness as the boys worked in concert.)*
- Scrap lumber was sawed into bookshelves. *(This speaks to the shortage of resources.)*
- By October, the field was alive with the sound of a dozen hoes and clattering farm machinery striking hard earth. *(This provides an image of the children working together for a common purpose.)*

Use the text highlighted when creating a significantly modified task to determine central idea and which textual evidence supports this. Reference the details of the school that was built "shop room", "chairs", etc. or which vegetables and crops were planted by the Okie children

Part 3: Analysis of Key Detail

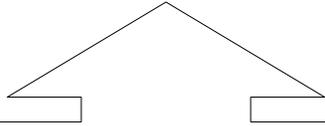
Students will respond to the following prompt:

At the beginning of the fourth paragraph, the author writes, "It was something to watch," Leo remembered. It was the first time where they were working for something of their own. It was the first time where they could be proud of who they were and what they were doing." In 2-3 sentences, analyze what this detail implies about life during the Dust Bowl for the Okie children.

Sample Responses:

Example 1: This quote lets the reader know hard work was seen by the Okie children as valuable. Although the work was hard, the children valued themselves as a result of the work, even if they often felt less than valued by other people.

Example 2: This quote shows that life for the Okie children was improved when they worked together because they had a school of their own. Additionally, it lets the reader know that the Okie children did not have much to call their own.



The use of real life examples will help students make text-to-self connections with this quote. Discuss the concept of being "proud" by providing examples of what the students do to make staff and their families proud. For example "I am proud when you choose a drink at lunch." Provide examples of activities and allow opportunities for students to respond if they feel proud at those moments.

STUDENT COPY MODIFICATION EXAMPLE

Student Name: _____

Student ID: _____

School: _____

Teacher Name: _____

Task Description

For a significantly modified task, the task overview could include an activity to engage students involving real-life applications. For example, photos of familiar locations in their school to introduce the idea that the Okie children built a school, or video clips of construction to show what "building" looks like.

Task Overview

Today you will demonstrate your ability to read, analyze, and respond to a text. You will have one class period (45 minutes) to read the passage and complete the task.

You will read and analyze a passage that describes life during the Dust Bowl as the Okies (from Oklahoma where they could no longer grow crops) made their way to California in search of a better life, they set up camps during the Dust Bowl periods. The children were not always welcomed at the public schools. The passage contains information about how the children of the Dust Bowl lived in their own school at one of the camps.

You are encouraged to annotate (take notes within) the text. After you complete the Student Answer Document.

The student directions are directly related to the teacher script. They are the signal for the student to respond. They can include questions for the student "What is this?" or commands "Point to ____". If printed on the student version, directions should be done in a format that is meaningful for the student (objects, pictures, words, braille, tactile, etc.)

Directions:

The passage you are about to read examines life of Okie children during the Dust Bowl period. You should:

1. Read the passage carefully. You may annotate the text as you read.
2. As you read, pay attention to key details that illustrate what life was like for Okie children during the Dust Bowl.
3. After you read, complete all three parts of the performance task (on the attached page).
4. You will have 45 minutes to read the text and complete all three parts of the task.

Task Activity

Children of the Dust Bowl
 "Something to Watch"
 By Jerry Stanley

For a significantly modified task, indicate which ideas, details, and characters are essential to understanding the text. Whenever possible use the vocabulary from the text to ensure access to grade level materials. Examples of these ideas have been

On a bright September morning in 1940 the Kern County superintendent of education waved good-bye to his wife and left for work. On this day, instead of his usual coat and tie, Leo Hart was wearing old overalls and work

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Characters of the story include Leo, teachers, and the Okie children.

boots. Leo told Edna he would be home when they had talked about this special day for weeks and had worked for it for months.

Leo Drove the flatbed truck to the field next to Weedpatch Camp. On the odd-looking stretch of land made up of piles of bricks, boards, and boxes of whatnot, Leo met with the teachers he had hired and introduced the fifty children from Weedpatch Camp whose parents had agreed to let Leo have them for the day. Leo told them all to get to work. They did. Brick by brick, board by board, the children of the Dust Bowl, the teachers, and Leo Hart built Weedpatch School.

Key ideas include that Leo drove to a field, hired people, and built

On the first day a team of children dug a hundred-yard trench from the water tower in the camp to the condemned buildings in the field. They laid a three-quarter-inch pipe in the trench, and on the second day the school had running water. Teachers instructed the children on hygiene, while Leo and some of the boys dug two huge holes in the ground and built two outhouses. After that, Leo said, "All the children used them."

"It was something to watch," Leo remembered. "It was the first time where they were working for something of their own. It was the first time where they could be proud of who they were and what they were doing." Pete Bancroft, the newly hired principal of the school, worked side by side with the teachers and the Okie kids, building the school and instilling in the Dust Bowl children a spirit of confidence and self-worth. "There was no partiality," Leo said, "no embarrassment or ridicule." Instead, "There was friendship, understanding, guidance, and love."

Characteristics of a school could be discussed with students to help them make text-to-self connections. Students could compare these to the locations within their own school.

Weeks stretched into months, the school rose from the field. Within two months the two condemned buildings had been renovated and made into four general-purpose classrooms. Following that, the twenty-five trucks donated by the National Youth Authority were turned into three more classrooms and a kitchen. It took an additional three months. A home economics building was needed. No problem. An old building was located and moved to the school, where the boys added plumbing and wiring, and remodeled it into a shop building where mechanics and other trades could be learned was also needed. No problem. The district donated an abandoned auditorium, which was disassembled, hauled to the school, and refactured into a shop room. The Okie children learned a dozen useful trades – including plumbing, carpentry, plastering, and masonry. Scrap lumber was sawed into bookshelves. Discarded crates were fixed in place for a chemistry lab. Orange crates and wooden boxes were fashioned into chairs, desks, and tables.

There was more. By October the field was alive with the sound of a dozen hoes and clattering farm machinery striking hard earth. The Okie children plowed part of the school field and planted vegetables and other crops. "Edna said we should start with potatoes and so we did," Leo recalled. "Potatoes and alfalfa. Tomatoes, carrots, celery, corn, and watermelon. The children especially liked the watermelon." Toiling in the sun for hours tilling, planting, weeding, and harvesting was welcome labor to children who could still remember the taste of apple seeds, carrot stems, and coffee grounds.

Allowing students to smell, touch, and taste the food planted by the Okie children will build multisensory experiences into instruction. Communication skills of likes and dislikes relating to these foods and others should be promoted.

RUBRIC MODIFICATION EXAMPLE

Student Name: _____

Student ID: _____

School: _____

Teacher Name: _____

Consider elements such as prompting when scoring student performance of significantly modified tasks. Prompting levels for each student may differ based on the task and their needs as it relates to the skill.

Directions

Use the scoring tool to score the student work product. After scoring student work, **add the points together** to get a final student score 0-3 as determined by score ranges in the standards-based rubric. This **standards-based rubric score (0, 1, 2 or 3) is what will be input into the data management system** and will be considered the final score.

Scoring Rubric				
Task Objectives	Insufficient Response	Below Mastery	Emerging Mastery	Mastery
Objective 1 (Part 1): Provide an objective summary of the text.	0 Points No summary is given; Or Text is simply copied; Or Summary primarily reflects a personal opinion.	2 Points Summary includes student opinion; And/or Student misinterprets the central idea; And/or Supporting ideas are either missing or not presented logically.	4 Points Student summarizes what the text says, however supporting details are either missing or not presented logically.	6 Points Student clearly summarizes what the text says and presents the central idea and supporting details logically.
Objective 2 (Part 2a): Determine central idea of the text.	0 Points No response is given; Or Student states an idea not based on the text.	1 Point Student states a minor or supporting idea.	2 Points Student states a central idea that is either too broad or too narrow.	3 Points Student states the central idea.

Consider each student's characteristics for response when scoring significantly modified tasks. Consider the wait time needed for each student to process the directions, the time needed for each student to complete the task, and the behaviors that indicate the student is attending to the task. These should be considered prior to marking "no response".

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<p>Objective 3 (Part 2b):</p> <p>Cite strong, thorough and relevant textual evidence and explain how it connects to the central idea.</p>	<p>0 Points</p> <p>No evidence is given;</p> <p>Or</p> <p>None of the evidence cited supports the central idea.</p>	<p>1 Point</p> <p>Student cites some evidence but fails to explain its relevance to the central idea.</p>	<p>2 Points</p> <p>Student cites 2 pieces of evidence but only partially explains its relevance to the central idea.</p> <p>Or</p> <p>Student provides one piece of textual evidence and explains its relevance to the central idea.</p>	<p>3 Points</p> <p>Student cites thorough (at least 2 pieces) textual evidence and explains its relevance to the central idea.</p>
<p>Objective 4 (Part 3):</p> <p>Analyze and infer how a key detail shapes the central idea.</p>	<p>0 Points</p> <p>No analysis is given;</p> <p>Or</p> <p>The analysis fails to demonstrate how the detail shapes or connects to the central idea.</p>	<p>4 Points</p> <p>The analysis attempts to demonstrate how the detail shapes the central idea, but reflects a misinterpretation or oversimplification of the text.</p>	<p>8 Points</p> <p>The analysis demonstrates how the detail connects to the central idea, but does not demonstrate how the detail shapes the central idea.</p>	<p>12 Points</p> <p>The analysis demonstrates how the detail shapes the central idea.</p>

Summative Score				
Standards	0 Insufficient Response	1 Below Mastery	2 Emerging Mastery	3 Mastery
<p>RI 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI 9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	0-3 Points	4-11 Points	12-20 Points	21-24 Points

Total Points: _____

Summative Score (0, 1, 2, or 3): _____