

## Performance Task: Becoming the Apprentice: How Effort Turns Curiosity into Mastery

### Description:

- **Part 1:** Write an explanatory essay tracing a learner's growth from beginner to skilled creator through mentorship and practice. Describe the stages of learning—observing, trying, failing, refining, and creating—using evidence from *A Single Shard* and at least one additional text on learning, craftsmanship, or mentorship.
- **Part 2:** Create a process document outlining the steps of learning a craft, such as pottery, weaving, or another art form.
- **Part 3:** Deliver a Gallery of Learning Presentation sharing your essay and process document with an audience, then engage in discussion about your peers' work.

### Why This Task Matters:

Everyone starts as a beginner. Through your essay, you'll draw on Tree-ear's journey in *A Single Shard* and a second text to show how mentorship, practice, and failure turn curiosity into skill—and how mistakes are a natural part of that process. Your process document deepens this by asking you to think like a creator: break down a craft and explain it so others can learn it too. In your Gallery of Learning Presentation, you'll share your work, listen to your peers, and practice the discussion skills that help ideas grow.

### Criteria for Success:

#### Part 1: Explanatory Essay

- Clear thesis and introduction previewing how mentorship shapes a learner's growth
- Relevant evidence from *A Single Shard* and at least one additional text supporting ideas about learning and craftsmanship
- All stages of learning—observing, trying, failing, refining, and creating—described and connected to mentorship
- Clear organization (introduction, body paragraphs, conclusion) with effective transitions
- Formal, precise language used consistently
- Correct grammar, spelling, and punctuation

## **Part 2: Process Document**

- Clear title, at least four logical steps, and relevant images
- Steps presented in sequence using temporal words (e.g., first, next, then, finally)
- Clear, concise, specific writing that makes the process easy to follow
- Demonstrates understanding that mistakes, persistence, and reflection are essential to learning and creating

## **Part 3: Gallery of Learning Presentation**

- Presents ideas from the essay and process document in a clear, logical order easy for the audience to follow
- Speaks loudly and clearly at an appropriate pace and with expression
- Faces the audience and makes regular eye contact with confident body language
- Listens actively while others present—does not interrupt, takes turns, and stays engaged throughout
- Uses thoughtful, respectful language to ask questions and make comments that show understanding of peers' work

## Part 1 Performance Task Rubric: Explanatory Essay

Use this rubric to check your work before you submit. Ask yourself: does my essay and process document meet the Proficient description in every row?

Criteria	1 — Beginning	2 — Developing	3 — Proficient
<b>Thesis &amp; Introduction</b> W.6.2.a	Does not include a clear thesis, or the introduction does not connect to the topic of learning and mentorship. The main idea is absent or unclear.	Includes a thesis, but it is vague or does not fully explain how a learner grows through mentorship. The introduction may not clearly preview the stages of learning.	Includes a clear thesis that identifies how a learner grows from beginner to skilled creator through mentorship. The introduction previews the key ideas to be developed in the essay.
<b>Evidence &amp; Text Support</b> RL.6.1, W.6.2.b	Does not include evidence from the required texts, or evidence is unrelated to the topic. Only one text may be used, or evidence is missing entirely.	Includes evidence from one text but not both, or some evidence is loosely connected to ideas about learning and craftsmanship. Integration of evidence is partial or unclear.	Includes relevant and accurate evidence from A Single Shard and at least one additional text. Evidence clearly supports and develops ideas about learning, craftsmanship, and mentorship.
<b>Stages of Learning</b> W.6.2.b	Describes few or none of the stages of learning. The role of mentorship is absent or significantly underdeveloped. Ideas about how a learner grows are missing or unclear.	Describes some stages of learning (e.g., observing, trying, failing) but may skip or underdevelop others. The role of mentorship is mentioned but not fully explained.	Fully describes all stages of learning—observing, trying, failing, refining, and creating—and clearly explains how mentorship guides a learner's growth at each stage.
<b>Organization &amp; Transitions</b> W.6.2.c	Lacks clear organization. An introduction, body paragraphs, or conclusion may be missing. Ideas are difficult to follow, and transitions are absent or ineffective.	Includes an introduction, body paragraphs, and conclusion, but organization may be inconsistent or transitions may be weak. Some connections between ideas are unclear.	Presents ideas in a clear and logical order with a distinct introduction, developed body paragraphs, and a conclusion. Effective transitions connect ideas and guide the reader throughout.
<b>Language &amp; Style</b> W.6.2.d, W.6.2.e	Uses informal, imprecise, or repetitive language that makes ideas difficult to understand. Vocabulary is not appropriate for an explanatory essay.	Uses mostly formal language, but word choice may be vague or inconsistent. Vocabulary is generally appropriate but lacks precision in some places.	Uses formal, precise language and appropriate vocabulary consistently throughout the essay. Word choice is specific and clearly explains ideas about learning, craftsmanship, and mentorship.
<b>Conventions</b> L.6.1a-e, L.6.2a-b	Contains frequent errors in grammar, spelling, or	Contains some errors in grammar, spelling, or	Demonstrates command of standard grammar, spelling, and

Criteria	1 — Beginning	2 — Developing	3 — Proficient
	punctuation that significantly interfere with meaning and readability.	punctuation, but most do not significantly interfere with meaning. Errors are present but inconsistent.	punctuation. Errors are minimal and do not interfere with meaning or the reader's understanding.

## Part 2 Performance Task Rubric: Process Document

Criteria	1 — Beginning	2 — Developing	3 — Proficient
<b>Content &amp; Completeness</b> W.6.2.a	Missing two or more required components: a title, at least four steps, or at least two relevant images.	Missing one of the following components: a title, at least four steps, or at least two relevant images.	Includes a title, at least four clearly written steps, and at least two relevant images that support understanding of the process.
<b>Organization &amp; Sequence</b> W.6.2.c	Document lacks a clear organizational structure and is difficult to follow. Steps are out of order or missing.	Attempts have been made to create an organizational structure. Uses at least one temporal connector correctly, but the sequence of steps may be unclear in places.	Document has a clear organizational structure. Temporal connectors (e.g., first, next, then, finally) are used throughout to show the sequence of steps.
<b>Clarity &amp; Conciseness</b> W.6.2.d	Writing is unclear and/or uses temporal connectors incorrectly. Steps are difficult to understand or follow.	Writing is somewhat clear. Most steps can be followed, but some language is vague or overly general.	Writing is clear and concise. Each step is specific and easy to follow. Language is precise and appropriate for an informational document.

## Part 3 Performance Task Rubric: Gallery of Learning Presentation

Criteria	1 — Beginning	2 — Developing	3 — Proficient
<b>Voice &amp; Delivery</b> SL.6.4.a	Speech is difficult to hear or follow. Volume is too low, the pace is too fast or too slow, or expression is flat, making the presentation hard to understand.	Speech is mostly understandable but may be too quiet or rushed at times. Volume, pace, or expression is inconsistent.	Speaks loudly and clearly at an appropriate rate and with expression. Voice is easy for the audience to hear and follow throughout the presentation.
<b>Eye Contact &amp; Presence</b> SL.6.4.a	Faces away from the audience or does not make eye contact. Body language does not show engagement with the group.	Faces the audience but makes infrequent eye contact, looking at notes or away from the group more than at the audience.	Faces the audience and regularly makes eye contact throughout the presentation. Body language shows confidence and engagement with the group.
<b>Organization of Ideas</b> SL.6.4.a	Presents information or ideas in an order that is difficult to follow or does not make logical sense.	Presents information and ideas in a somewhat logical order, but some points may be unclear or out of sequence.	Presents information and ideas in a clear, logical order that is easy for the audience to follow from beginning to end.
<b>Active Listening &amp; Discussion Norms</b> SL.6.1.a-d	Has difficulty following discussion norms or staying engaged during others' presentations. Interrupts others or does not wait for turns.	Demonstrates some active listening. May interrupt once or twice or show partial engagement during others' presentations.	Listens actively while others present. Does not interrupt, takes turns, and stays engaged throughout all presentations.
<b>Questions &amp; Comments</b> SL.6.1.a-d	Asks few or no questions after presentations, or comments show little understanding of the presenter's ideas. Discussion language may not be respectful.	Asks questions or makes comments that show partial understanding of the presenter's ideas. Language is mostly respectful.	Uses thoughtful, respectful language to ask questions, make comments, and share ideas that show understanding of the presenter's explanatory essay and process document.