The Role of

Performance Assessments

in a Balanced Assessment

Christopher R. Gareis, Ed.D.
William & Mary

Topics

I. The Role of PBAs in Balanced Assessment (know)
II. Types of Performance Assessments (understand & apply)
III. Quality Criteria of PBAs (understand & analyze)
IV. Critique a Performance Assessment (evaluate)
V. Design a Performance Assessment (synthesize/create)

2014-15

House Bill 930 and Senate Bill 306

§ 22.1-253.13:3.C of the *Code of Virginia*

"Each school board shall annually certify that it has provided instruction and administered an **alternative assessment, consistent with Board guidelines,** to students in grades three through eight in each Standards of Learning subject area in which a Standards of Learning assessment was not administered during the school year."

Required Local Alternative Assessments

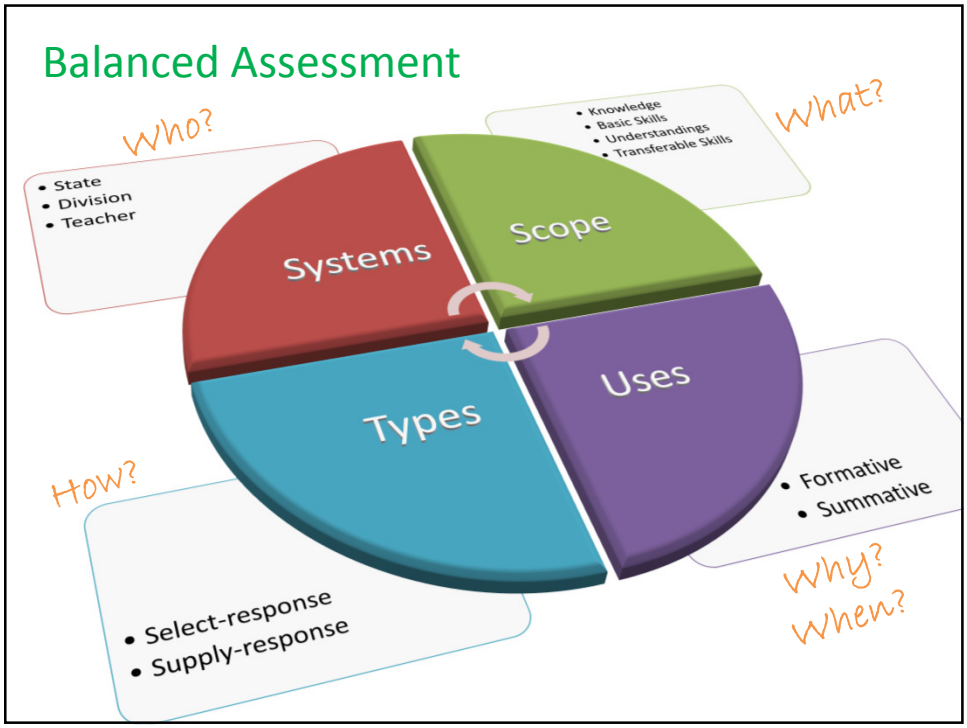
- Grade 3 History
- Grade 3 Science
- Grade 5 Writing
- US History to 1865
- US History from 1865 to Present

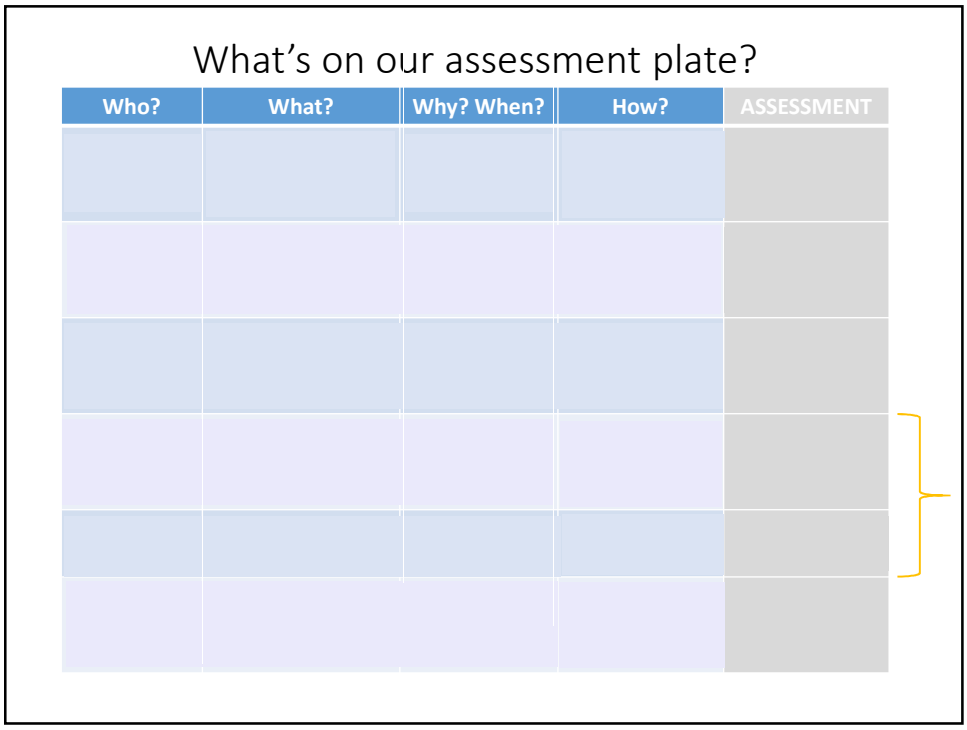
History & Social Science

"The Board is making changes to redefine high school graduation expectations and **transition to the use of locally-developed performance assessments with all history and social science courses.**"

--Supt's Memo #012-17 (January 13, 2017)

Target: 2018-2019 school year


Balanced Assessment
Who?
• State
• Division
• Teacher
What?
• Knowledge
• Basic Skills
• Understandings
• Transferable Skills
Systems
Scope
Types
Uses
How?
• Select-response
• Supply-response
• Formative
• Summative
Why?
When?

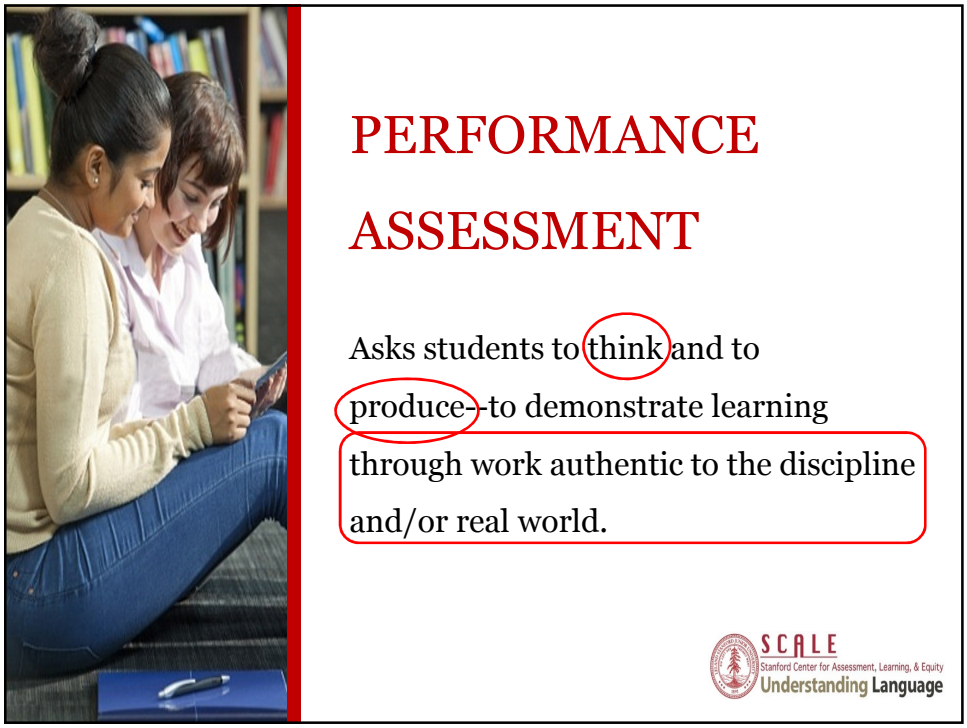

What's on our assessment plate?
Who?
What?
Why? When?
How?
ASSESSMENT

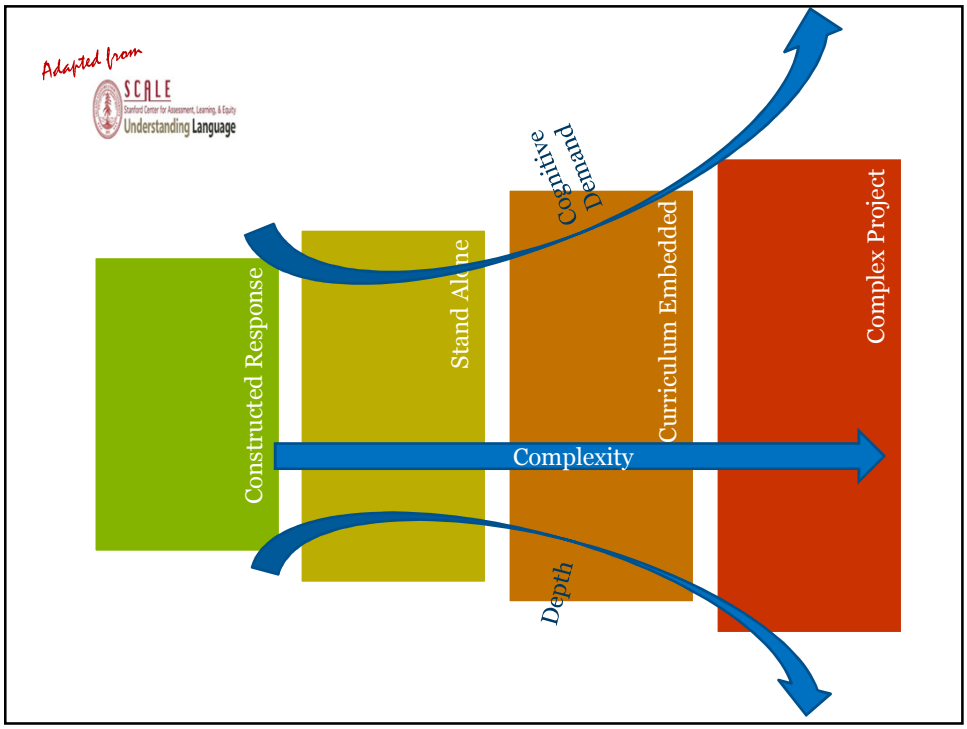
Vision for the Commonwealth of Virginia

- ✓ "…to **eliminate some of the tests** used for accountability."
- ✓ "…to encourage the use of **assessments** that may be used by teachers **to improve their instruction**."
- ✓ "This should be viewed as **an opportunity to engage in innovation…**"

So…

1. What does "**balanced assessment**" mean to you?
2. What is **an example or two** of what "performance assessment looks like (or you think *should look like*) in your subject/grade?
3. In what way(s) are **your school and/or division** pushing and/or supporting your use of performance assessments?
4. What do you **wonder about** regarding performance assessments?


PERFORMANCE
ASSESSMENT
Asks students to think and to produce--to demonstrate learning through work authentic to the discipline and/or real world.
SCALE
Stanford Center for Assessment, Learning, & Equity
Understanding Language


Adapted from
SCALE
Understanding Language
Constructed Response
Stand Alone
Curriculum Embedded
Complex Project
Cognitive Demand
Complexity
Depth

Adapted from SCALE Stanford Center for Assessment, Learning, & Equity Understanding Language

Typical characteristics…	CONSTRUCTED RESPONSE	STAND ALONE	CURRICULUM EMBEDDED	COMPLEX PROJECT
Number of Intended Learning Outcomes	1 – 2 ILOs	Multiple, subject-specific ILOs	A cogent set of subject-specific ILOs	A complex, integrative set of ILOs & broad aims
Level of Instructional Support during Administration	Limited to clarification	Limited clarification & facilitation	Integrated instruction, facilitation, & feedback	Integrated instruction, facilitation, feedback, & guidance
Prescriptiveness of Student Response (Degree of Student Choice)	Fixed/ Convergent (typically little choice)	Convergent (limited choice)	Moderately Divergent (elements of choice in content and/or format of response)	Divergent (typically multiple opportunities for student choice)
Approximate Duration	A portion of a class period (≤ 60 minutes)	1 – 2 class periods (> 60 minutes)	Multiple class periods / days	Multiple weeks or a term

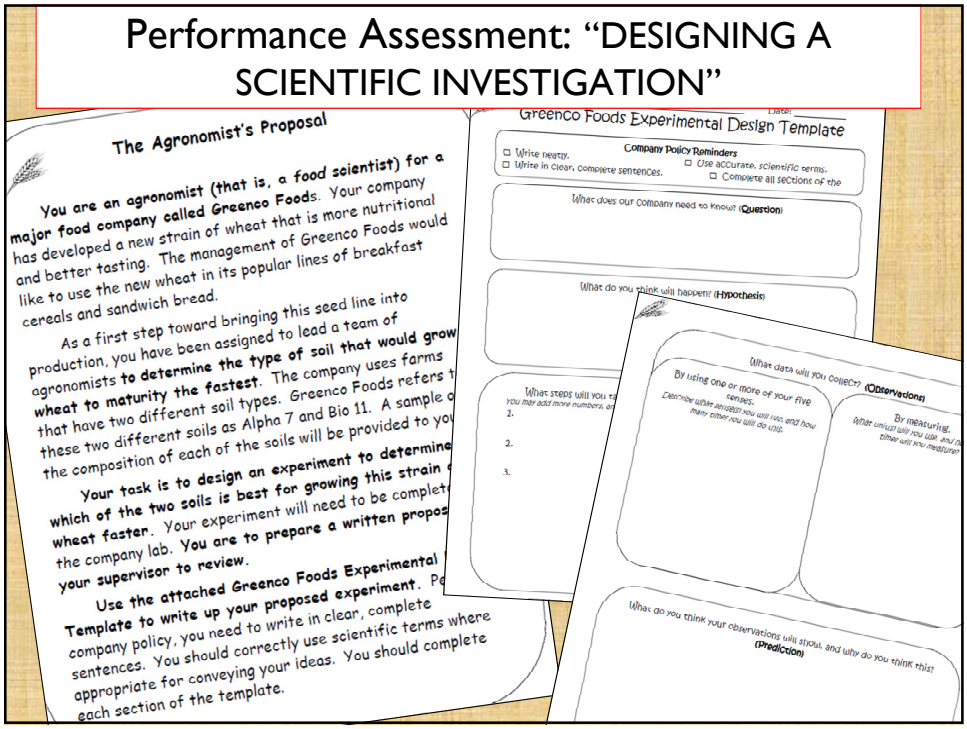
Performance Assessment: "AT-RISK DRIVERS"

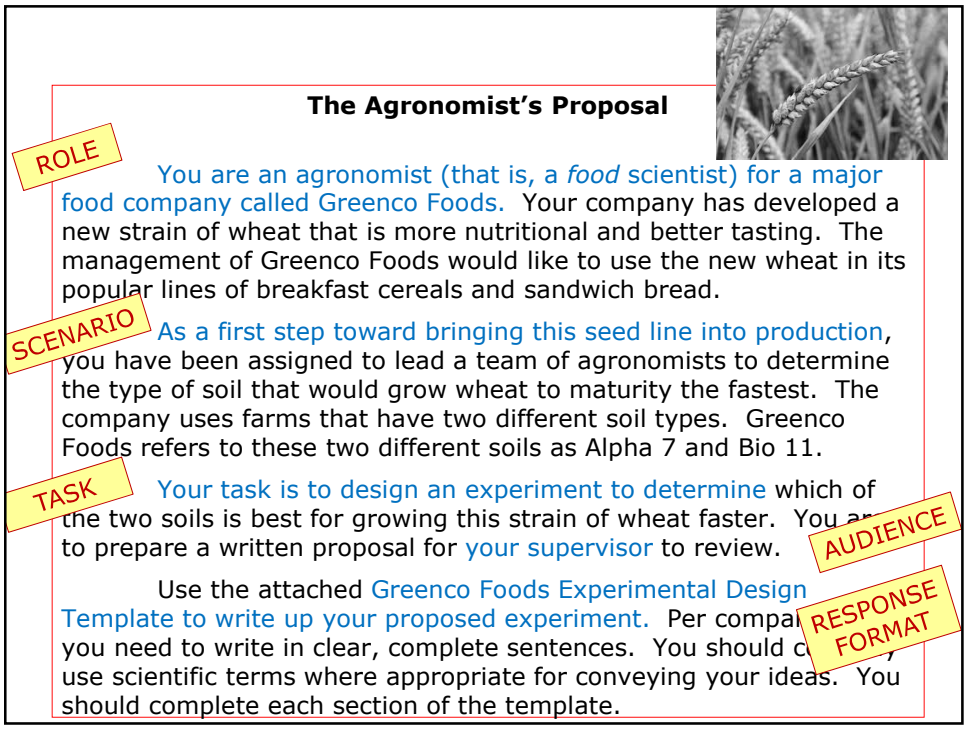
Your Task

The driving record of a Connecticut driver is selected at random from the sample. What is the probability that the driving record belongs to an "at risk" driver? **Based on the data, which age group has the highest probability of getting a traffic ticket?** Show your work or explain how you found your answer.

	Under 21	Over 75	Other Ages (21-75)
Traffic Ticket	24	11	218
No Traffic Ticket	29	84	634

SCALE Stanford Center for Assessment, Learning, & Equity Understanding Language


Performance Assessment: "DESIGNING A SCIENTIFIC INVESTIGATION"
The Agronomist's Proposal
You are an agronomist (that is, a food scientist) for a major food company called Greenco Foods. Your company has developed a new strain of wheat that is more nutritional and better tasting. The management of Greenco Foods would like to use the new wheat in its popular lines of breakfast cereals and sandwich bread.
As a first step toward bringing this seed line into production, you have been assigned to lead a team of agronomists to determine the type of soil that would grow wheat to maturity the fastest. The company uses farms that have two different soil types. Greenco Foods refers t these two different soils as Alpha 7 and Bio 11. A sample o the composition of each of the soils will be provided to yo
Your task is to design an experiment to determine which of the two soils is best for growing this strain wheat faster. Your experiment will need to be complet the company lab. You are to prepare a written propos your supervisor to review.
Use the attached Greenco Foods Experimental Template to write up your proposed experiment. Pe company policy, you need to write in clear, complete sentences. You should correctly use scientific terms where appropriate for conveying your ideas. You should complete each section of the template.
Greenco Foods Experimental Design Template
Company Policy Reminders
Write neatly.
Write in clear, complete sentences.
Use accurate, scientific terms.
Complete all sections of the
What does our company need to know? (Question)
What do you think will happen? (Hypothesis)
What steps will you
What data will you collect? (Observations)
By using one or more of your five senses:
By measuring:
What do you think your observations will show, and why do you think this?
(Prediction)


The Agronomist's Proposal
ROLE
You are an agronomist (that is, a *food* scientist) for a major food company called Greenco Foods. Your company has developed a new strain of wheat that is more nutritional and better tasting. The management of Greenco Foods would like to use the new wheat in its popular lines of breakfast cereals and sandwich bread.
SCENARIO
As a first step toward bringing this seed line into production, you have been assigned to lead a team of agronomists to determine the type of soil that would grow wheat to maturity the fastest. The company uses farms that have two different soil types. Greenco Foods refers to these two different soils as Alpha 7 and Bio 11.
TASK
Your task is to design an experiment to determine which of the two soils is best for growing this strain of wheat faster. You ar to prepare a written proposal for your supervisor to review.
AUDIENCE
Use the attached Greenco Foods Experimental Design Template to write up your proposed experiment. Per compa you need to write in clear, complete sentences. You should c use scientific terms where appropriate for conveying your ideas. You should complete each section of the template.
RESPONSE FORMAT

Performance Assessment: "THE LONG REACH OF HISTORICAL DECISIONS ESSAY"

The Long Reach of Historical Decisions Essay

Prompt

In the United States, the early 20th century was a period of significant change. As we have discussed in class, such changes occurred in the social, economic, and technological "fabric" of our country. Much of this change was thought to be good because it represented progress. Some of this change has turned out to have unintended consequences that have not been good.

First, identify one example of such a change, and explain why it would have been valued as a change at the time. (In class, we discussed the automobile as an example, so you may not choose that for your response.)

Then, from your vantage point as a 21st century citizen, identify one or two unintended consequences of this change in the present day. Be sure to identify any contributing factors to these consequences along the way. (As an example, we discussed the interstate highway system in class.)

Finally, make a case for whether this change has ultimately been beneficial or not for the United States.

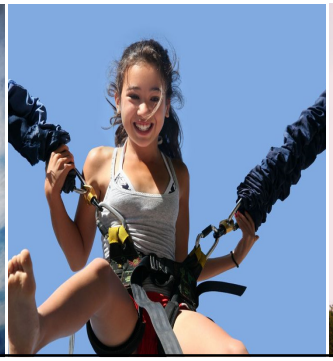
Response Format

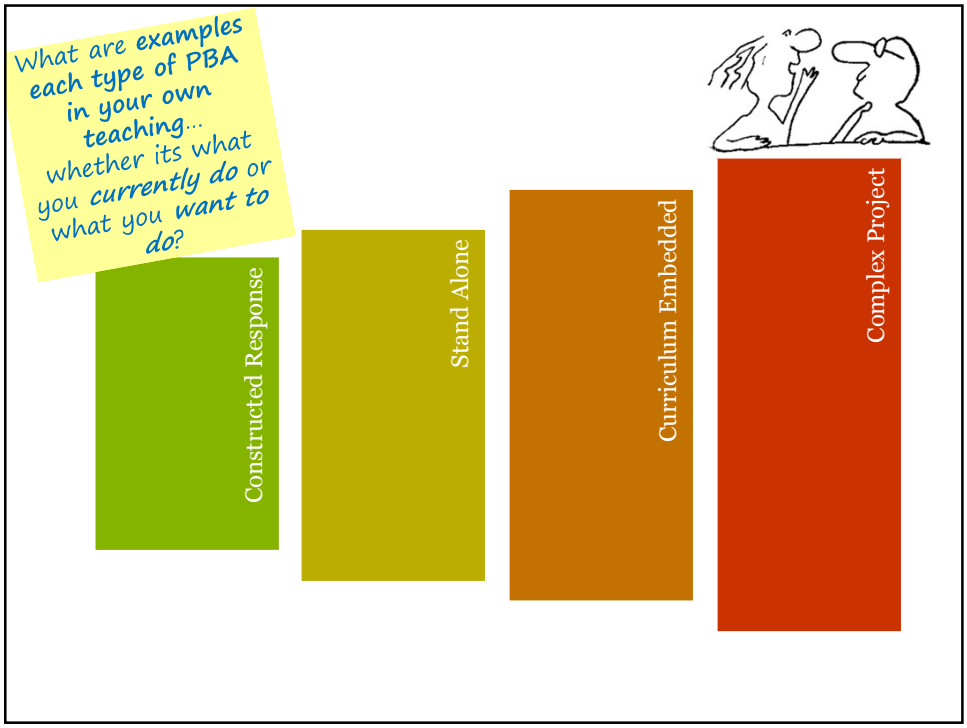
Your response will be in the form of a clearly written **essay**. Remember, your points should be supported by accurate historical facts. Also, remember that an essay has multiple paragraphs and should be written in a way that is clear to your reader. Use the prompt above to help organize your response. You will have three days of in-class time to complete this essay, from pre-writing through drafting, editing, and publishing.

Performance Assessment: "Amusement Park"

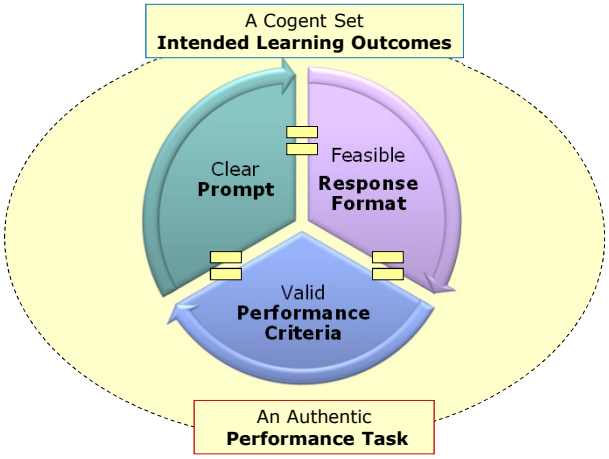
Your Task

1. Design your own ride.
   Option A: Giant Boat Swing
   Option B: Bungee Jump
   Option C: Ferris Wheel
   Option D: Ferris Wheel and Cart
2. Determine the trigonometric functions that model both the horizontal and vertical position of your ride.
3. Prepare a written report and PowerPoint presentation to a committee



What makes a high-quality performance-based assessment?

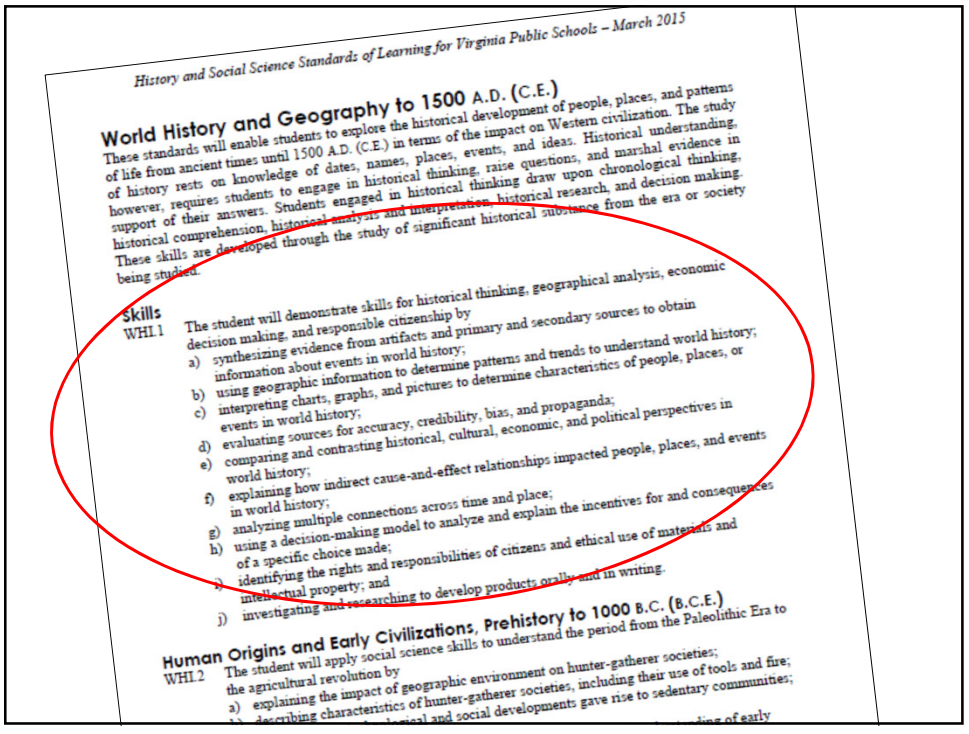


What makes a high-quality performance assessment?

1. **Cogent intended learning outcomes**
2. **Higher-order thinking**
3. **Authenticity (to the real world and/or the academic discipline)**
4. **Prompt (i.e., student-facing materials)**
5. **Response format**
6. **Verbal reasoning**
7. **Accurate success criteria**
8. **Accessibility**
9. **Engaging, rigorous instruction (i.e., opportunity to learn)**
10. **Substantiation (i.e., teacher-facing materials)**

Quality Criteria for Performance Assessments

1. Aligned to a **cogent set of ILOs**
2. Taps **higher-order thinking** skills
3. Engages students in an **authentic task**
4. Clearly **prompts** students' work
5. Is **feasible**
6. Requires **verbal reasoning**
7. Evaluates student performance with **valid criteria**
8. Provides **accessibility** to all students
9. Depends upon engaging, deep learning experiences (**instruction**)
10. Has evidence of **validity and reliability**



History and Social Science Standards of Learning for Virginia Public Schools – March 2015

World History and Geography to 1500 A.D. (C.E.)

These standards will enable students to explore the historical development of people, places, and patterns of life from ancient times until 1500 A.D. (C.E.) in terms of the impact on Western civilization. The study of history rests on knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking, raise questions, and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. These skills are developed through the study of significant historical substance from the era or society being studied.

Skills

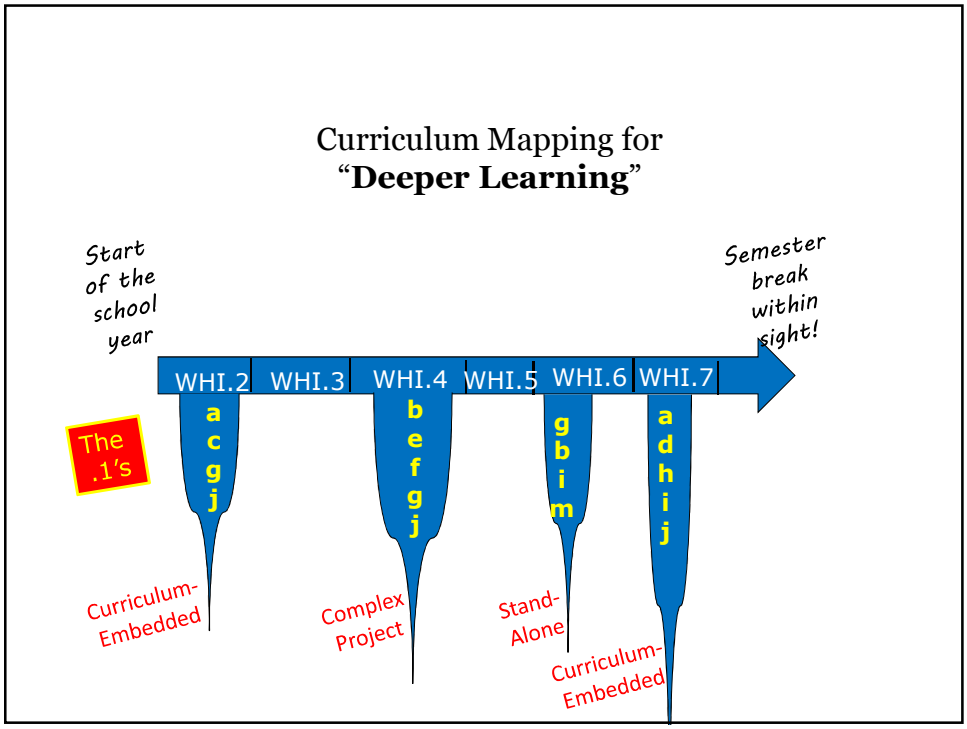
WHI.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

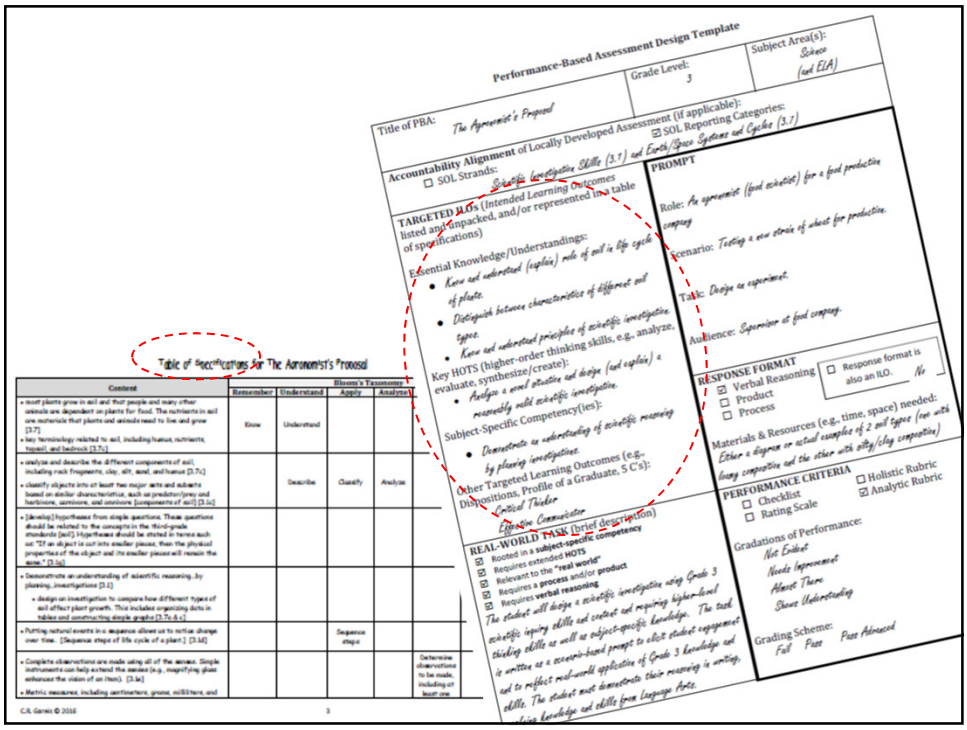
a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history;
b) using geographic information to determine patterns and trends to understand world history;
c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world history;
d) evaluating sources for accuracy, credibility, bias, and propaganda;
e) comparing and contrasting historical, cultural, economic, and political perspectives in world history;
f) explaining how indirect cause-and-effect relationships impacted people, places, and events in world history;
g) analyzing multiple connections across time and place;
h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;
i) identifying the rights and responsibilities of citizens and ethical use of materials and intellectual property; and
j) investigating and researching to develop products orally and in writing.

Human Origins and Early Civilizations, Prehistory to 1000 B.C. (B.C.E.)

WHI.2 The student will apply social science skills to understand the period from the Paleolithic Era to the agricultural revolution by

a) explaining the impact of geographic environment on hunter-gatherer societies;
b) describing characteristics of hunter-gatherer societies, including their use of tools and fire;
c) explaining how technological and social developments gave rise to sedentary communities;
d) describing the development of early


Curriculum Mapping for
"Deeper Learning"
Start of the school year
Semester break within sight!
WHI.2
WHI.3
WHI.4
WHI.5
WHI.6
WHI.7
The .1's
a c g j
b e f g j
g b i m
a d h i j
Curriculum-Embedded
Complex Project
Stand-Alone
Curriculum-Embedded


Performance-Based Assessment Design Template
Table of Specifications for The Agronomist's Proposal
PROMPT
RESPONSE FORMAT
PERFORMANCE CRITERIA
REAL-WORLD TASK

Content	Bloom's Taxonomy					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Renewable & nonrenewable resources	✓ Name 1, 2, 3	✓ Differentiate 5, 6, 7, 10, 16				
Role of conservation professionals in managing natural resources		✓ Describe 11, 14, 20, 24				
Reports, media articles, etc., that give various perspectives on costs/benefits in real-life situations		✓ Determine 9, 12, 13, 17		✓ Analyze 4, 8, 21		
Resource use and management in the home, school, and community				✓ Analyze 18, 19, 25		
Resource use options in everyday activities and cost/benefits of personal choices in relation to waste generation				✓+ Analyze 15, 22, 23	✓+ Determine personal choices	✓ Design (an investigation of)
Impact of resource use, waste management, and pollution prevention in school and at home					✓ Evaluate	

What is this?

What are 4 practical uses of it?

Content	Bloom's Taxonomy					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Renewable & nonrenewable resources	✓ Name Test	✓ Differentiate Test				
Role of conservation professionals in managing natural resources		✓ Describe Test				
Reports, media articles, etc., that give various perspectives on costs/benefits in real-life situations		✓ Determine Test		✓ Analyze Test		
Resource use and management in the home, school, and community				✓ Analyze Test	Lab	
Resource use options in everyday activities and cost/benefits of personal choices in relation to waste generation						
Impact of resource use, waste management, and pollution prevention in school and at home					✓ Evaluate	

Select-response items

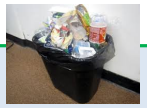
MCQ & Constructed-response items

Stand-alone PBA

Curriculum-embedded PBA

Resource Use and Waste Decisions in Our School

Are We Making Good Choices?



Situation: There are more than 350 students in our school and more than 40 teachers and staff. Every one of us uses resources every day, and every one of us generates waste in our school every day. ***But how much waste do we generate in a day? And what could our generation of waste possibly tell us about decisions we seem to be making about resource use and conservation as a student body and faculty?***

Task: Your task is to investigate possible answers to these questions by designing, undertaking, and drawing conclusions from a scientific inquiry. (For this task, we'll stick to the kind of waste found in trashcans and recycling bins…not the kind of waste that requires plumbing.)

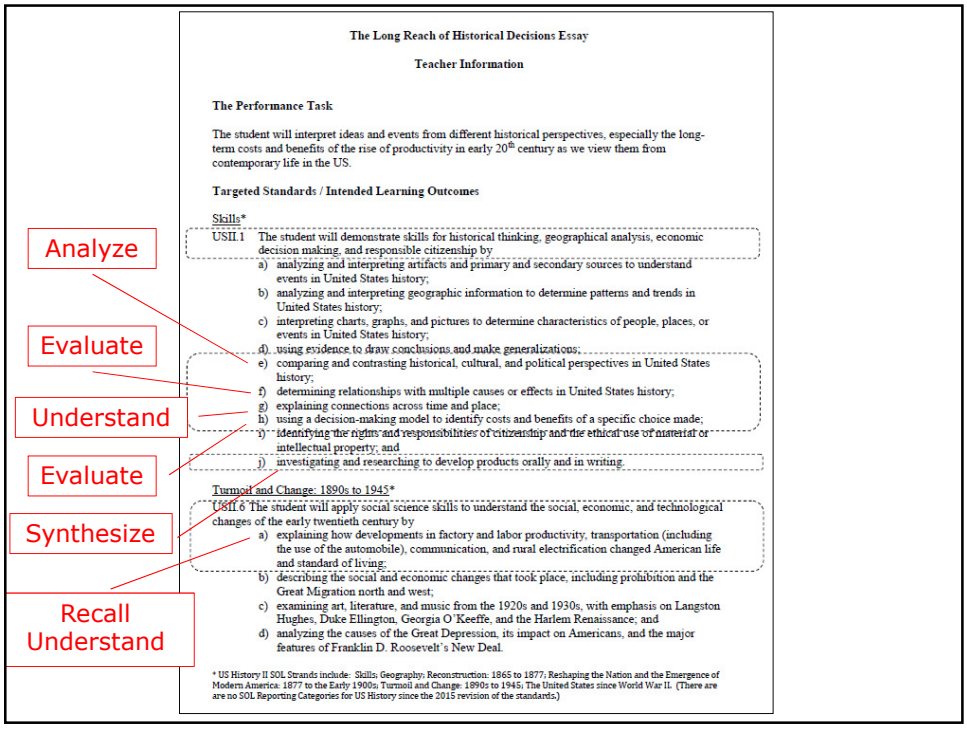
Criteria: Your investigation will need to include the five steps of scientific inquiry that we have used in our previous investigations in class.

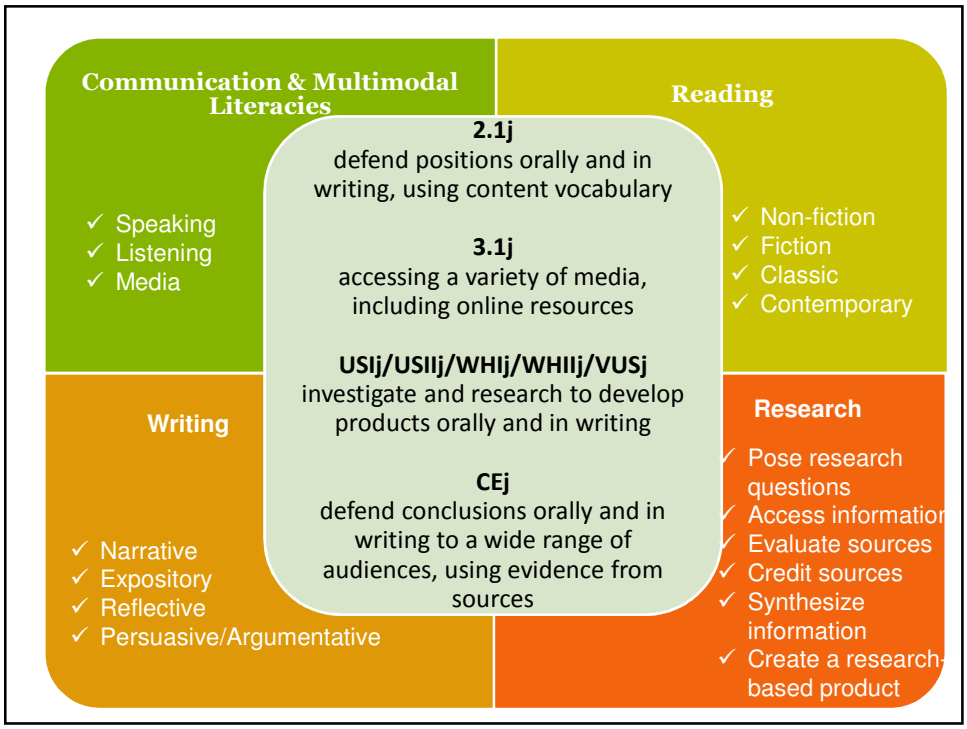
Role: You will complete this project with an assigned team of classmates over the next month.

Product & Audience: Your final product will be a narrated Power Point report to the Principal's Council.

Quality Criteria for Performance Assessments

1. Aligned to a **cogent set of ILOs**
2. Taps **higher-order thinking** skills
3. Engages students in an **authentic task**
4. Clearly **prompts** students' work
5. Is **feasible**
6. Requires **verbal reasoning**
7. Evaluates student performance with **valid criteria**
8. Provides **accessibility** to all students
9. Depends upon engaging, deep learning experiences (**instruction**)
10. Has evidence of **validity and reliability**


Analyze
Evaluate
Understand
Evaluate
Synthesize
Recall
Understand
The Long Reach of Historical Decisions Essay
Teacher Information
The Performance Task
The student will interpret ideas and events from different historical perspectives, especially the long-term costs and benefits of the rise of productivity in early 20th century as we view them from contemporary life in the US.
Targeted Standards / Intended Learning Outcomes
Skills*
USII.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
a) analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history;
b) analyzing and interpreting geographic information to determine patterns and trends in United States history;
c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history;
d) using evidence to draw conclusions and make generalizations;
e) comparing and contrasting historical, cultural, and political perspectives in United States history;
f) determining relationships with multiple causes or effects in United States history;
g) explaining connections across time and place;
h) using a decision-making model to identify costs and benefits of a specific choice made;
i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and
j) investigating and researching to develop products orally and in writing.
Turmoil and Change: 1890s to 1945*
USII.6 The student will apply social science skills to understand the social, economic, and technological changes of the early twentieth century by
a) explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living;
b) describing the social and economic changes that took place, including prohibition and the Great Migration north and west;
c) examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O'Keeffe, and the Harlem Renaissance; and
d) analyzing the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt's New Deal.
* US History II SOL Strands include: Skills; Geography; Reconstruction: 1865 to 1877; Reshaping the Nation and the Emergence of Modern America: 1877 to the Early 1900s; Turmoil and Change: 1890s to 1945; The United States since World War II. (There are are no SOL Reporting Categories for US History since the 2015 revision of the standards.)


Communication & Multimodal Literacies
✓ Speaking
✓ Listening
✓ Media
Reading
✓ Non-fiction
✓ Fiction
✓ Classic
✓ Contemporary
2.1j
defend positions orally and in writing, using content vocabulary
3.1j
accessing a variety of media, including online resources
USIj/USIIj/WHIj/WHIIj/VUSj
investigate and research to develop products orally and in writing
CEj
defend conclusions orally and in writing to a wide range of audiences, using evidence from sources
Writing
✓ Narrative
✓ Expository
✓ Reflective
✓ Persuasive/Argumentative
Research
✓ Pose research questions
✓ Access information
✓ Evaluate sources
✓ Credit sources
✓ Synthesize information
✓ Create a research-based product

What are examples of complex, higher-order skills in your academic discipline?

Quality Criteria for Performance Assessments

1. Aligned to a **cogent set of ILOs**
2. Taps **higher-order thinking** skills
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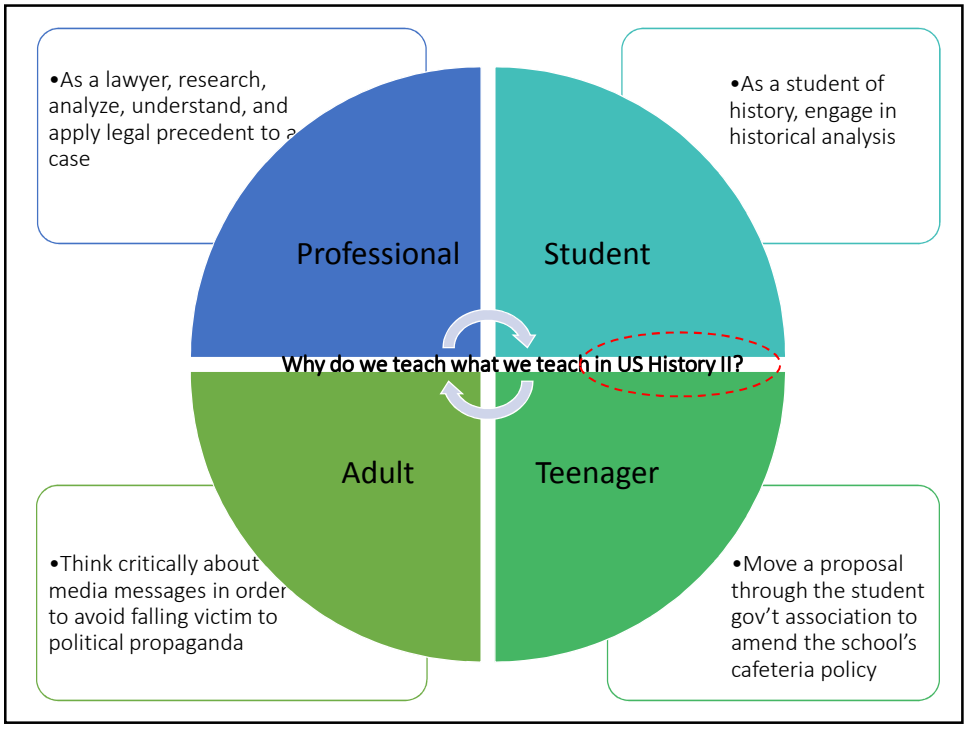
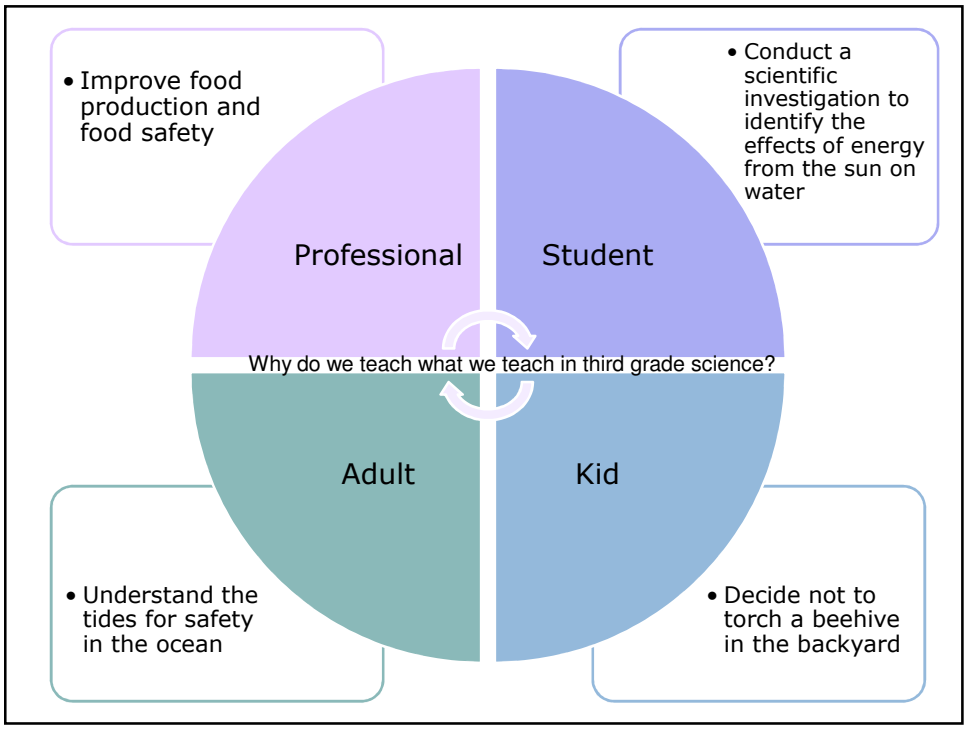
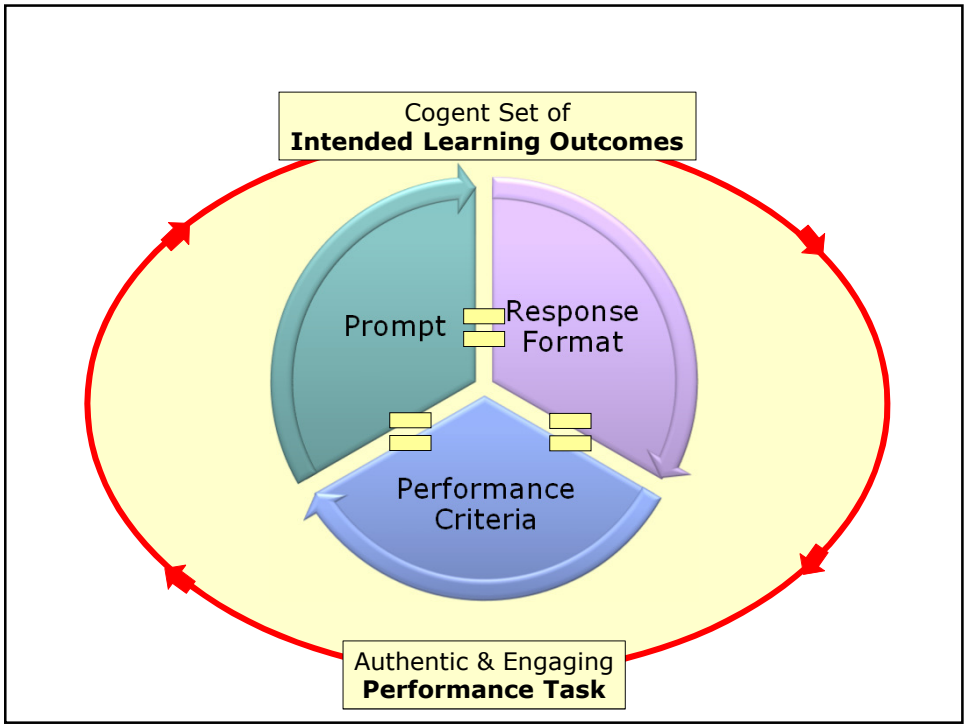
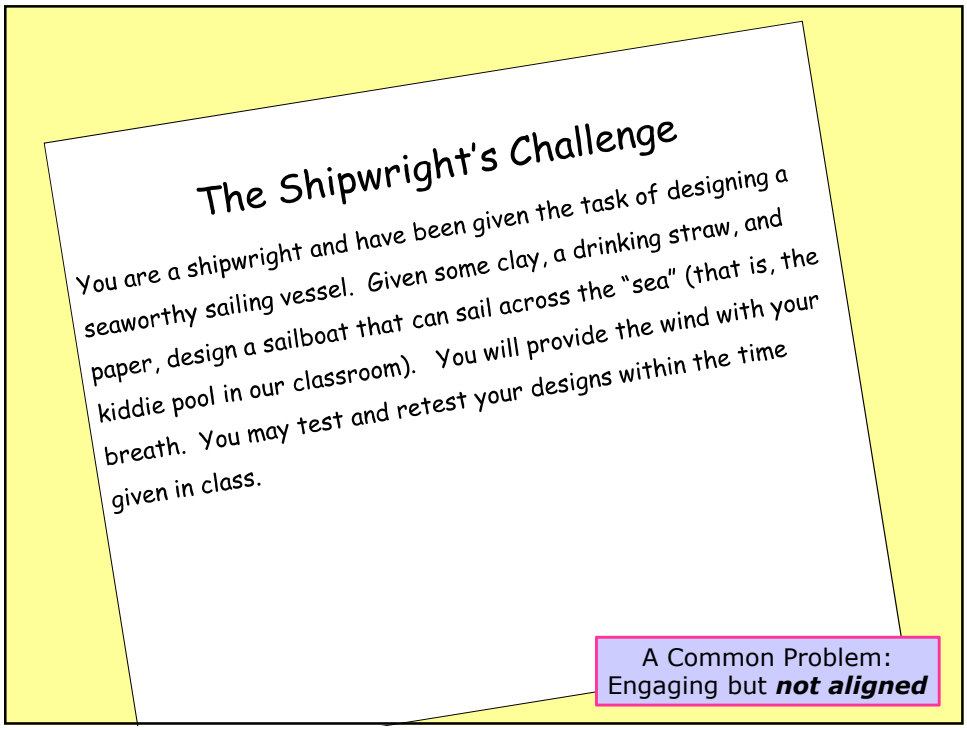

•As a lawyer, research, analyze, understand, and apply legal precedent to a case
•As a student of history, engage in historical analysis
Professional
Student
Why do we teach what we teach in US History II?
Adult
Teenager
•Think critically about media messages in order to avoid falling victim to political propaganda
•Move a proposal through the student gov't association to amend the school's cafeteria policy


• Improve food production and food safety
• Conduct a scientific investigation to identify the effects of energy from the sun on water
Professional
Student
Why do we teach what we teach in third grade science?
Adult
Kid
• Understand the tides for safety in the ocean
• Decide not to torch a beehive in the backyard


Cogent Set of
Intended Learning Outcomes
Prompt
Response Format
Performance Criteria
Authentic & Engaging
Performance Task

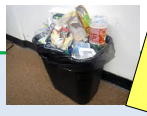

The Shipwright's Challenge
You are a shipwright and have been given the task of designing a seaworthy sailing vessel. Given some clay, a drinking straw, and paper, design a sailboat that can sail across the "sea" (that is, the kiddie pool in our classroom). You will provide the wind with your breath. You may test and retest your designs within the time given in class.
A Common Problem:
Engaging but *not aligned*

Content	Bloom's Taxonomy					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Sun as a major source of energy		Explain Test				
sources of energy and their uses		Identify Test				
solar energy, wind, and moving water can be used to produce electricity		Describe how Test				
fossil fuels are used as an energy source		Describe how Test				
renewable and nonrenewable energy sources				Com-pare & Contrast Test		
the advantages and disadvantages of using different naturally occurring energy sources				Analyze Test		
a basic investigation to determine the effects of sunlight on warming various objects and materials, including water			PBA		Determine effects	Design
Scientific investigation skills: *Observations; measurement units & instruments; questions/hypotheses; data display; conclusions*			*Make obser-vations Use measure-ment units /instru-*	Chart & Analyze data	Draw Conclusions	Formulate question s / hypo-theses

Content	Bloom's Taxonomy					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Renewable & nonrenewable resources		✓ Differentiate Test				
Role of conservation professionals in managing natural resources		✓ Describe Test				
Reports, media articles, etc., that give various perspectives on costs/benefits in real-life situations		✓ Determine Test		✓ Analyze Test		
Resource use and management in the home, school, and community		**Lab**		✓ Analyze Test		
Resource use options in everyday activities and cost/benefits of personal choices in relation to waste generation				✓+ Analyze Test	✓+ Determine personal choices	
Impact of resource use, waste management, and pollution prevention in school and at home					✓ Evaluate	

Resource Use and Waste Decisions in Our School

Are We Making Good Choices?



A Better Example: Engaging & Aligned

Situation: There are more than 350 students in our school and more than 40 teachers and staff. Every one of us uses resources every day, and every one of us generates waste in our school every day. ***But how much waste do we generate in a day? And what could our generation of waste possibly tell us about decisions we seem to be making about resource use and conservation as a student body and faculty?***

Task: Your task is to investigate possible answers to these questions by designing, undertaking, and drawing conclusions from a scientific inquiry. (For this task, we'll stick to the kind of waste found in trashcans and recycling bins…not the kind of waste that requires plumbing.)

Criteria: Your investigation will need to include the five steps of scientific inquiry that we have used in our previous investigations in class.

Role: You will complete this project with an assigned team of classmates over the next month.

Product & Audience: Your final product will be a narrated Power Point report to the Principal's Council.

Quality Criteria for Performance Assessments

1. Aligned to a **cogent set of ILOs**
2. Taps **higher-order thinking** skills
3. Engages students in an **authentic task**
4. Clearly **prompts** students' work
5. Is **feasible**
6. Requires **verbal reasoning**
7. Evaluates student performance with **valid criteria**
8. Provides **accessibility** to all students
9. Depends upon engaging, deep learning experiences (**instruction**)
10. Has evidence of **validity and reliability**

The Agronomist's Proposal

ROLE

You are an agronomist (that is, a *food* scientist) for a major food company called Greenco Foods. Your company has developed a new strain of wheat that is more nutritional and better tasting. The management of Greenco Foods would like to use the new wheat in its popular lines of breakfast cereals and sandwich bread.

SCENARIO

As a first step toward bringing this seed line into production, you have been assigned to lead a team of agronomists to determine the type of soil that would grow wheat to maturity the fastest. The company uses farms that have two different soil types. Greenco Foods refers to these two different soils as Alpha 7 and Bio 11.

TASK

Your task is to design an experiment to determine which of the two soils is best for growing this strain of wheat faster. You ar
to prepare a written proposal for your supervisor to review.

AUDIENCE

Use the attached Greenco Foods Experimental Design Template to write up your proposed experiment. Per compa
you need to write in clear, complete sentences. You should c
use scientific terms where appropriate for conveying your ideas. You should complete each section of the template.

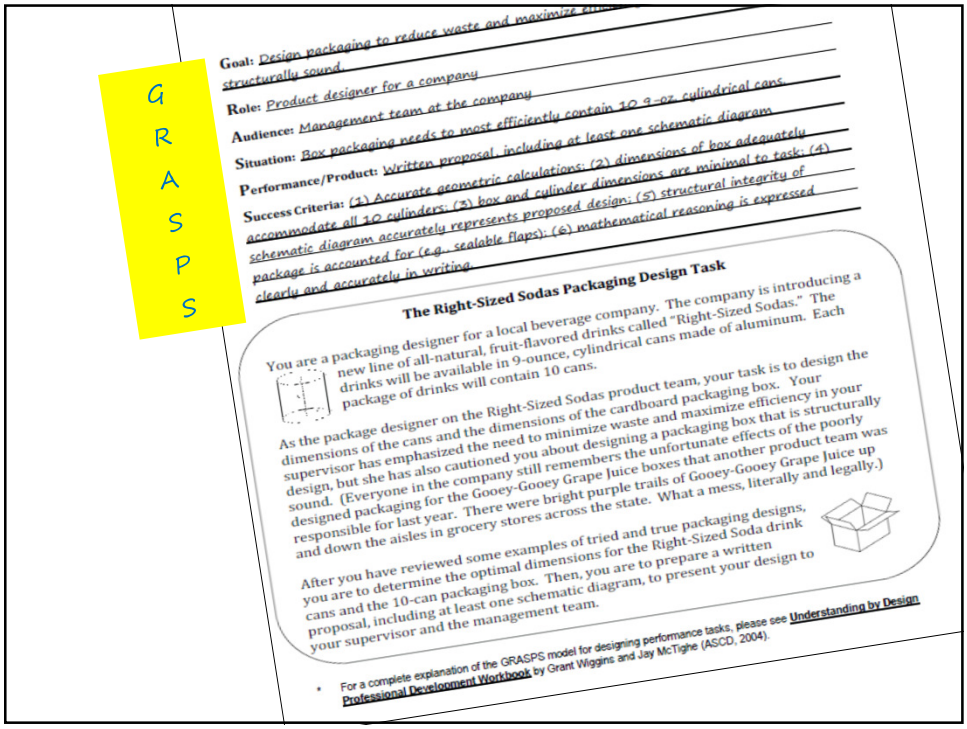
RESPONSE FORMAT

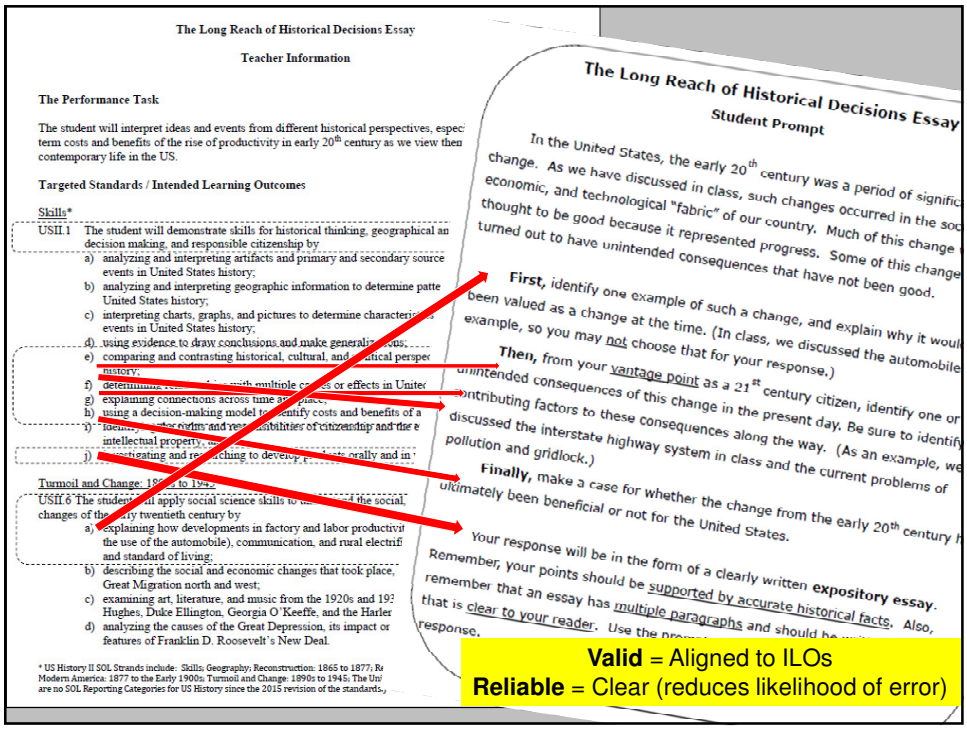
Example of an Academic Prompt

There are two types of soil available: Soil A and Soil B.

Design an experiment to determine which type of soil would be best to grow a common houseplant.

Write your answer in the space provided below. You may include drawings, but your drawings should be labelled. Be sure to state a hypothesis and an explanation of how data would be collected.


G
R
A
S
P
S
Goal: Design packaging to reduce waste and maximize
structurally sound.
Role: Product designer for a company
Audience: Management team at the company
Situation: Box packaging needs to most efficiently contain 10 9-oz. cylindrical cans.
Performance/Product: Written proposal, including at least one schematic diagram
Success Criteria: (1) Accurate geometric calculations; (2) dimensions of box adequately
accommodate all 10 cylinders; (3) box and cylinder dimensions are minimal to task; (4)
schematic diagram accurately represents proposed design; (5) structural integrity of
package is accounted for (e.g., sealable flaps); (6) mathematical reasoning is expressed
clearly and accurately in writing.
The Right-Sized Sodas Packaging Design Task
You are a packaging designer for a local beverage company. The company is introducing a new line of all-natural, fruit-flavored drinks called "Right-Sized Sodas." The drinks will be available in 9-ounce, cylindrical cans made of aluminum. Each package of drinks will contain 10 cans.
As the package designer on the Right-Sized Sodas product team, your task is to design the dimensions of the cans and the dimensions of the cardboard packaging box. Your supervisor has emphasized the need to minimize waste and maximize efficiency in your design, but she has also cautioned you about designing a packaging box that is structurally sound. (Everyone in the company still remembers the unfortunate effects of the poorly designed packaging for the Gooey-Gooey Grape Juice boxes that another product team was responsible for last year. There were bright purple trails of Gooey-Gooey Grape Juice up and down the aisles in grocery stores across the state. What a mess, literally and legally.)
After you have reviewed some examples of tried and true packaging designs, you are to determine the optimal dimensions for the Right-Sized Soda drink cans and the 10-can packaging box. Then, you are to prepare a written proposal, including at least one schematic diagram, to present your design to your supervisor and the management team.
For a complete explanation of the GRASPS model for designing performance tasks, please see Understanding by Design Professional Development Workbook by Grant Wiggins and Jay McTighe (ASCD, 2004).

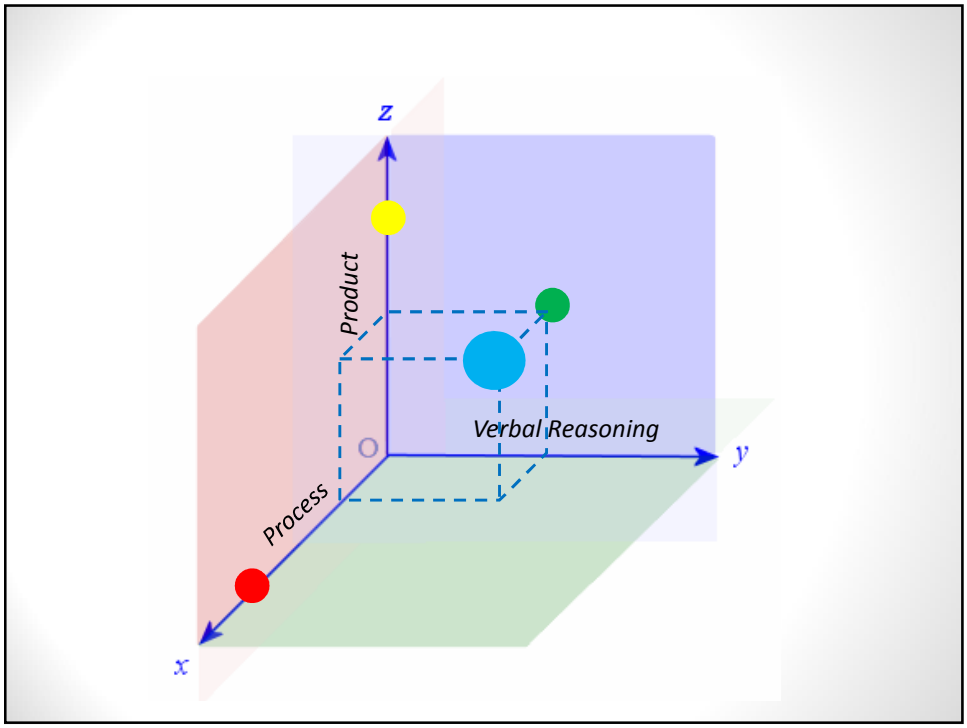

The Long Reach of Historical Decisions Essay
Teacher Information
The Performance Task
The student will interpret ideas and events from different historical perspectives, especi
term costs and benefits of the rise of productivity in early 20th century as we view then
contemporary life in the US.
Targeted Standards / Intended Learning Outcomes
Skills*
USII.1 The student will demonstrate skills for historical thinking, geographical an
decision making, and responsible citizenship by
a) analyzing and interpreting artifacts and primary and secondary source
events in United States history;
b) analyzing and interpreting geographic information to determine patte
United States history;
c) interpreting charts, graphs, and pictures to determine characteri
events in United States history;
d) using evidence to draw conclusions and make generali
e) comparing and contrasting historical, cultural, and
history;
f)
g) explaining connections across time an
h) using a decision-making model to identify costs and benefits of a
i)
intellectual property,
j)
Turmoil and Change: 18
USII.6 The student will apply social science skills to
changes of the
a) explaining how developments in factory and labor productivit
the use of the automobile), communication, and rural electrifi
and standard of living;
b) describing the social and economic changes that took place,
Great Migration north and west;
c) examining art, literature, and music from the 1920s and 19
Hughes, Duke Ellington, Georgia O'Keeffe, and the Harler
d) analyzing the causes of the Great Depression, its impact or
features of Franklin D. Roosevelt's New Deal.
* US History II SOL Strands include: Skills; Geography; Reconstruction: 1865 to 1877; Re
Modern America: 1877 to the Early 1900s; Turmoil and Change: 1890s to 1945; The Uni
are no SOL Reporting Categories for US History since the 2015 revision of the standards.
The Long Reach of Historical Decisions Essay
Student Prompt
In the United States, the early 20th century was a period of signific
change. As we have discussed in class, such changes occurred in the soc
economic, and technological "fabric" of our country. Much of this change
thought to be good because it represented progress. Some of this change
turned out to have unintended consequences that have not been good.
First, identify one example of such a change, and explain why it woul
been valued as a change at the time. (In class, we discussed the automobile
example, so you may not choose that for your response.)
Then, from your vantage point as a 21st century citizen, identify one or
unintended consequences of this change in the present day. Be sure to identify
ontributing factors to these consequences along the way. (As an example, we
discussed the interstate highway system in class and the current problems of
pollution and gridlock.)
Finally, make a case for whether the change from the early 20th century h
ultimately been beneficial or not for the United States.
Your response will be in the form of a clearly written expository essay.
Remember, your points should be supported by accurate historical facts. Also,
remember that an essay has multiple paragraphs and should be
that is clear to your reader. Use the
response.
Valid = Aligned to ILOs
Reliable = Clear (reduces likelihood of error)

Quality Criteria for Performance Assessments

1. Aligned to a **cogent set of ILOs**
2. Taps **higher-order thinking** skills
3. Engages students in an **authentic task**
4. Clearly **prompts** students' work
5. Is **feasible**
6. Requires **verbal reasoning**
7. Evaluates student performance with **valid criteria**
8. Provides **accessibility** to all students
9. Depends upon engaging, deep learning experiences (**instruction**)
10. Has evidence of **validity and reliability**

Adapted from SCALE Understanding Language

Typical characteristics…	CONSTRUCTED RESPONSE	STAND ALONE	CURRICULUM EMBEDDED	COMPLEX PROJECT
Number of Intended Learning Outcomes	1 – 2 ILOs	Multiple, subject-specific ILOs	A cogent set of subject-specific ILOs	A complex, integrative set of ILOs & broad aims
Level of Instructional Support during Administration	Limited to clarification	Limited clarification & facilitation	Integrated instruction, facilitation, & feedback	Integrated instruction, facilitation, feedback, & guidance
Prescriptiveness of Student Response (Degree of Student Choice)	Fixed/ Convergent (typically little choice)	Convergent (limited choice)	Moderately Divergent (elements of choice in content and/or format of response)	Divergent (typically multiple opportunities for student choice)
Approximate Duration	A portion of a class period (≤ 60 minutes)	1 – 2 class periods (> 60 minutes)	Multiple class periods / days	Multiple weeks or a term



Activities (Processes) and Products Associated with Cognitive Levels

Quality Criteria for Performance Assessments

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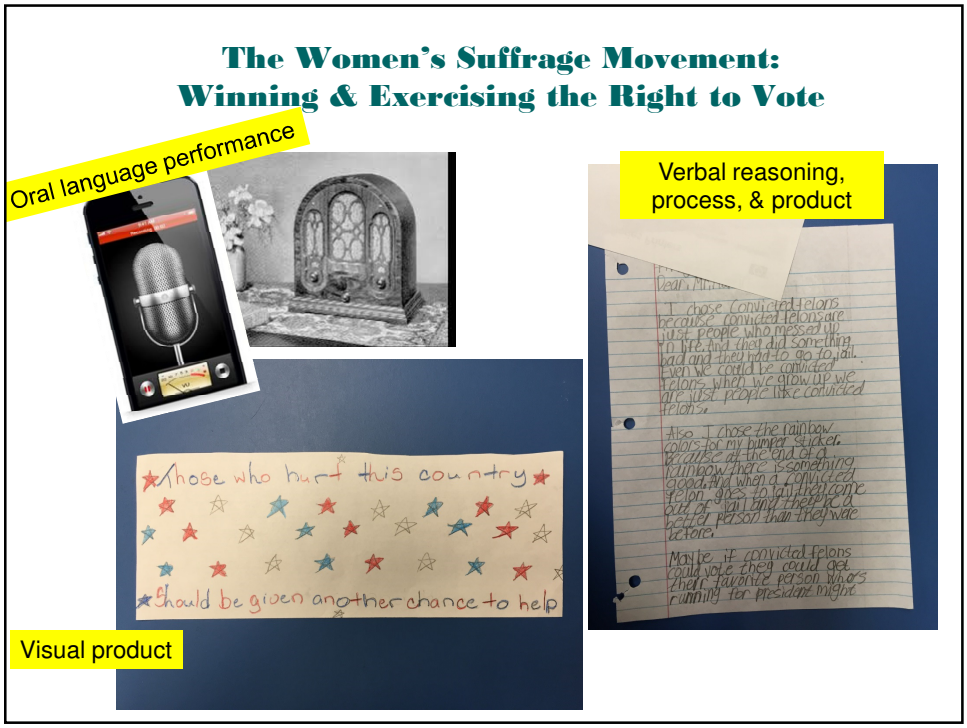
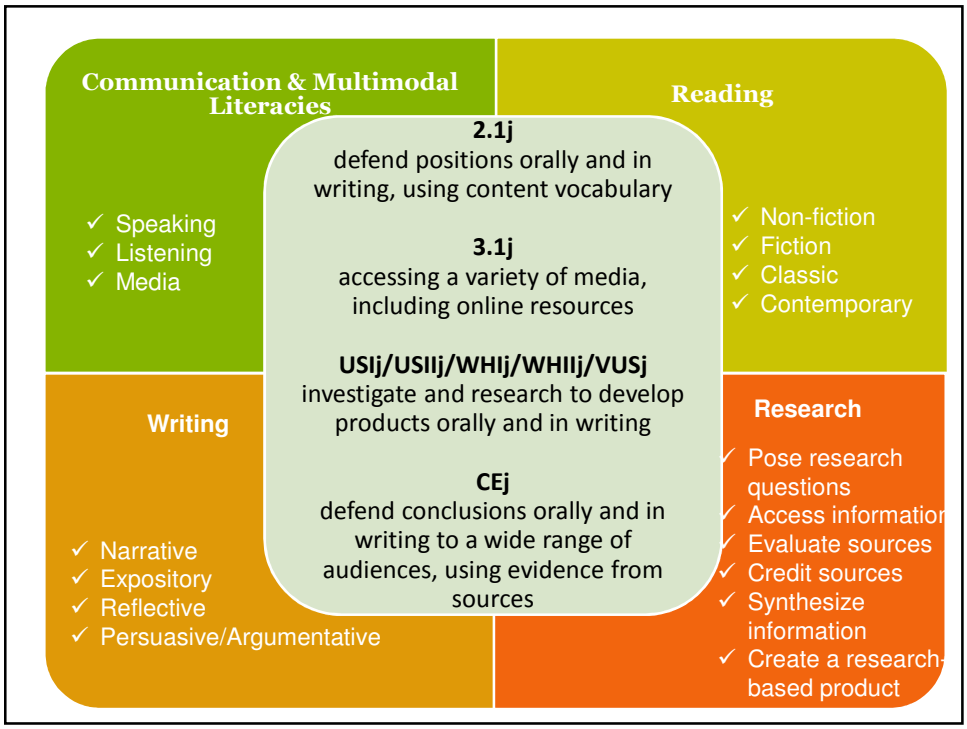
The Artists' Studio

Create an original painting in the style of Van Gogh.

Present a 5-minute oral explanation of how your technique and composition reflect Van Gogh's. Also, describe how the requirement to paint in Van Gogh's style either added to your artistic expression in this painting or constricted it.


The Women's Suffrage Movement:
Winning & Exercising the Right to Vote
Oral language performance
Verbal reasoning, process, & product
Those who hurt this country
should be given another chance to help
Visual product


Communication & Multimodal Literacies
✓ Speaking
✓ Listening
✓ Media
Reading
✓ Non-fiction
✓ Fiction
✓ Classic
✓ Contemporary
2.1j
defend positions orally and in writing, using content vocabulary
3.1j
accessing a variety of media, including online resources
USIj/USIIj/WHIj/WHIIj/VUSj
investigate and research to develop products orally and in writing
CEj
defend conclusions orally and in writing to a wide range of audiences, using evidence from sources
Writing
✓ Narrative
✓ Expository
✓ Reflective
✓ Persuasive/Argumentative
Research
✓ Pose research questions
✓ Access information
✓ Evaluate sources
✓ Credit sources
✓ Synthesize information
✓ Create a research-based product

Quality Criteria for Performance Assessments

1. Aligned to a **cogent set of ILOs**
2. Taps **higher-order thinking** skills
3. Engages students in an **authentic task**
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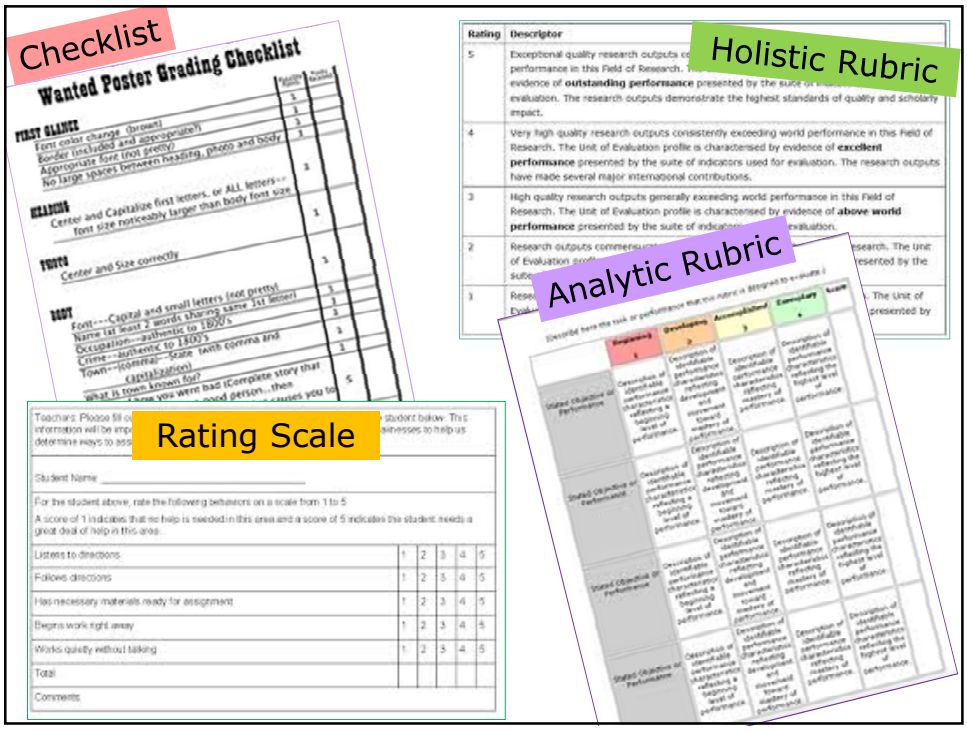
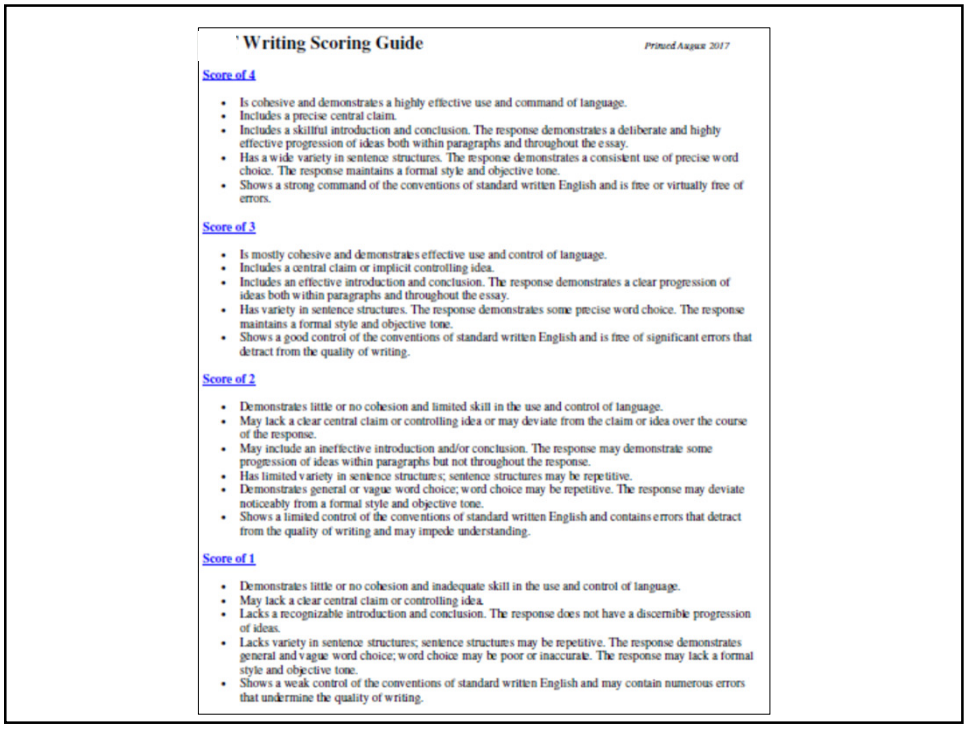


Using & Crediting a Source in Historical Writing (Short Essay)	NO	YES
Includes information from a secondary source in essay		
Establishes validity of source		
Credits the source within writing		
Integrates information from the source into argument		
Includes source on separate reference page		
Avoids any appearance of plagiarism		

The Long Reach of Historical Decisions Essay			
	Below Expectations	Meets Expectations	Exceeds Expectations
Identifies appropriate example of change	1	2	3
Accurately explains value to early 20th century	1	2	3
Identifies and explains unintended consequences	1	2	3
Makes a case for the ultimate benefit or detriment of decision	1	2	3



Writing Scoring Guide

Printed August 2017

Score of 4

- Is cohesive and demonstrates a highly effective use and command of language.
- Includes a precise central claim.
- Includes a skillful introduction and conclusion. The response demonstrates a deliberate and highly effective progression of ideas both within paragraphs and throughout the essay.
- Has a wide variety in sentence structures. The response demonstrates a consistent use of precise word choice. The response maintains a formal style and objective tone.
- Shows a strong command of the conventions of standard written English and is free or virtually free of errors.

Score of 3

- Is mostly cohesive and demonstrates effective use and control of language.
- Includes a central claim or implicit controlling idea.
- Includes an effective introduction and conclusion. The response demonstrates a clear progression of ideas both within paragraphs and throughout the essay.
- Has variety in sentence structures. The response demonstrates some precise word choice. The response maintains a formal style and objective tone.
- Shows a good control of the conventions of standard written English and is free of significant errors that detract from the quality of writing.

Score of 2

- Demonstrates little or no cohesion and limited skill in the use and control of language.
- May lack a clear central claim or controlling idea or may deviate from the claim or idea over the course of the response.
- May include an ineffective introduction and/or conclusion. The response may demonstrate some progression of ideas within paragraphs but not throughout the response.
- Has limited variety in sentence structures; sentence structures may be repetitive.
- Demonstrates general or vague word choice; word choice may be repetitive. The response may deviate noticeably from a formal style and objective tone.
- Shows a limited control of the conventions of standard written English and contains errors that detract from the quality of writing and may impede understanding.

Score of 1

- Demonstrates little or no cohesion and inadequate skill in the use and control of language.
- May lack a clear central claim or controlling idea.
- Lacks a recognizable introduction and conclusion. The response does not have a discernible progression of ideas.
- Lacks variety in sentence structures; sentence structures may be repetitive. The response demonstrates general and vague word choice; word choice may be poor or inaccurate. The response may lack a formal style and objective tone.
- Shows a weak control of the conventions of standard written English and may contain numerous errors that undermine the quality of writing.

	Not Evident (0)	Developing (1)	Proficient (2)	Target (3)
Chosen example of change	No example given	Inaccurate example or inaccurately stated (e.g., "electricity brought to the U.S.")	An appropriate example identified	An appropriate example accurately identified
Explanation of value to early 20th century	No explanation given	Inaccurate explanation	Accurate explanation but lacking supporting details	Accurate explanation supported by accurate details
Identification/ explanation of unintended consequence(s)	No unintended consequences stated	Implausible unintended consequence or inadequately explained	Plausible unintended consequence identified and reasonably explained	Plausible unintended consequence identified and convincingly explained
Judgment of ultimate benefit/ detriment	No judgment given	Judgment offered but not logically connected and/or unconvincingly made	Judgment logically connected ultimate benefit or detriment	Judgment logically connected ultimate benefit or detriment and persuasively made
Composition / Written Expression	Single paragraph response	More than one paragraph used, but not in a way to effectively organize and convey ideas	Multiple paragraphs used but some lack of clarity in ordering and/or distinguishing of major points	Introductory and concluding paragraphs; clear thesis; separate paragraph for each element of prompt
Usage/Mechanics	Grammatical, mechanical, and/or formatting errors significantly inhibit the conveying of ideas	Grammatical errors and/or awkward wording that inhibit reading	Some grammatical errors and/or awkward that slow down reading at times	Clearly written and easy to read; few, if any, grammatical errors
Grade	**Revise & Resubmit** 0-9 marks		**Pass** 10-14 marks (with none @ "Not Evident")	**Pass Advanced** 15-18 marks (with none @"Developing" or "Not Evident" level

Performance Assessment: "THE LONG REACH OF HISTORICAL DECISIONS ESSAY"

The Long Reach of Historical Decisions Essay

In the United States, the early 20th century was a period of significant change. As we have discussed in class, such changes occurred in the social, economic, and technological "fabric" of our country. Much of this change was thought to be good because it represented progress. Some of this change has turned out to have unintended consequences that have not been good.

First, identify one example of such a change, and explain why it would have been valued as a change at the time. (In class, we discussed the automobile as an example, so you may not choose that for your response.)

Then, from your vantage point as a 21st century citizen, identify one or two unintended consequences of this change in the present day. Be sure to identify any contributing factors to these consequences along the way. (As an example, we discussed the interstate highway system in class.)

Finally, make a case for whether this change has ultimately been beneficial or not for the United States.

Your response will be in the form of a clearly written **essay**. Remember, your points should be supported by accurate historical facts. Also, remember that an essay has multiple paragraphs and should be written in a way that is clear to your reader. Use the prompt above to help organize your response. You will have three days of in-class time to complete this essay, from pre-writing through drafting, editing, and publishing.

	Not Evident (0)	Developing (1)	Proficient (2)	Target (3)
		or inaccurately stated (e.g., "electricity brought to the U.S.")	An appropriate example identified	An appropriate example accurately identified
lanation of ue to early 20th tury	nation given	Inaccurate explanation	Accurate explanation but lacking supporting details	Accurate explanation supported by accurate details
ntification/ lanation of ntended sequence(s)	No unintended consequences stated	plausible d ce or inade tely explained	Plausible unintended consequence identified and reasonably explained	Plausible unintended consequence identified and convincingly explained
gment of mate benefit/ riment	No judgment given	Judgment offered but not logically connected and/or unconvincingly made	Judgment logically connected ultimate benefit or detriment	Judgment logically connected ultimate benefit or detriment and persuasively made
mposition / tten pression	Single paragraph response	More than one paragraph used, but not in a way to effectively organize and convey ideas	Multiple paragraphs used but some lack of clarity in ordering and/or distinguishing of major points	Introductory and concluding paragraphs; clear thesis; separate paragraph for each element of prompt
Usage/Mechanics	Grammatical, mechanical, and/or formatting errors significantly inhibit the conveying of ideas	Grammatical errors and/or awkward wording that inhibit reading	Some grammatical errors and/or awkward that slow down reading at times	Clearly written and easy to read; few, if any, grammatical errors
Grade	**Revise & Resubmit** 0-9 marks		**Pass** 10-14 marks (with none @ "Not Evident")	**Pass Advanced** 15-18 marks (with none @"Developing" or "Not Evident" level

Gradations

Operational Definitions

Criteria

Grading Scheme

The Agronomist's Proposal

You are an agronomist (that is, a *food* scientist) for a major food company called Greenco Foods. Your company has developed a new strain of wheat that is more nutritional and better tasting. The management of Greenco Foods would like to use the new wheat in its popular lines of breakfast cereals and sandwich bread.

As a first step toward bringing this seed line into production, you have been assigned to lead a team of agronomists to determine the type of soil that would grow wheat to maturity the fastest. The company uses farms that have two different soil types. Greenco Foods refers to these two different soils as Alpha 7 and Bio 11.

Your task is to design an experiment to determine which of the two soils is best for growing this strain of wheat faster. You are to prepare a written proposal for your supervisor to review.

Use the attached Greenco Foods Experimental Design Template to write up your proposed experiment. Per company policy, you need to write in clear, complete sentences. You should correctly use scientific terms where appropriate for conveying your ideas. You should complete each section of the template.

Identify everything that makes this rubric really, really bad

Gradations

Task

Operational Definitions

Criteria

	Needs Improvement (0 points)	Good (1 point)	Expert (2 points)
Decorative cover page	ver page included	Cover page included but not decorative	Very creative cover page
Hypothesis	Hypothesis	Hypothesis includes an "If…then…" statement	Hypothesis is very clear and very well written
Independent Variable	No independent variab	One independent variable is identified	More than one independent variable is identified
Dependent Variable	Dependent variable is incorrectly identified	One dependent variable is identified	More than one dependent variable is identified
Quality of Experimental Design	Poor overall design of experiment	Experiment is well design and includes most required elements	Investigation is probing and procedure is methodologically sound and includes all required elements
Quality of Writing	6 or more grammatical or mechanical mistakes are made	1-5 grammatical or mechanical mistake is made	No grammatical or mechanical mistakes are made
Template	Does not use template	Uses template	Uses template completely
SCORE	0 - 6	- 10	11 - 14

Grading Scheme

Caution: *Attempts to strengthen reliability can reduce validity*

1.	Articulating very specific operational definitions…	…may become too prescriptive and reduce evidence of critical thinking
2.	Making "measurable" outcomes…	…may invalidate ILOs that are not measurable
3.	Creating analytical rubrics with many discrete criteria…	…may diminish the authentic, integrative nature of certain complex ILOs
4.	Writing lengthy, descriptive operational definitions…	…may result in the rubric being too muddled and unwieldy to use accurately

Quality Criteria for Performance Assessments

1. Aligned to a **cogent set of ILOs**
2. Taps **higher-order thinking** skills
3. Engages students in an **authentic task**
4. Clearly **prompts** students' work
5. Is **feasible**
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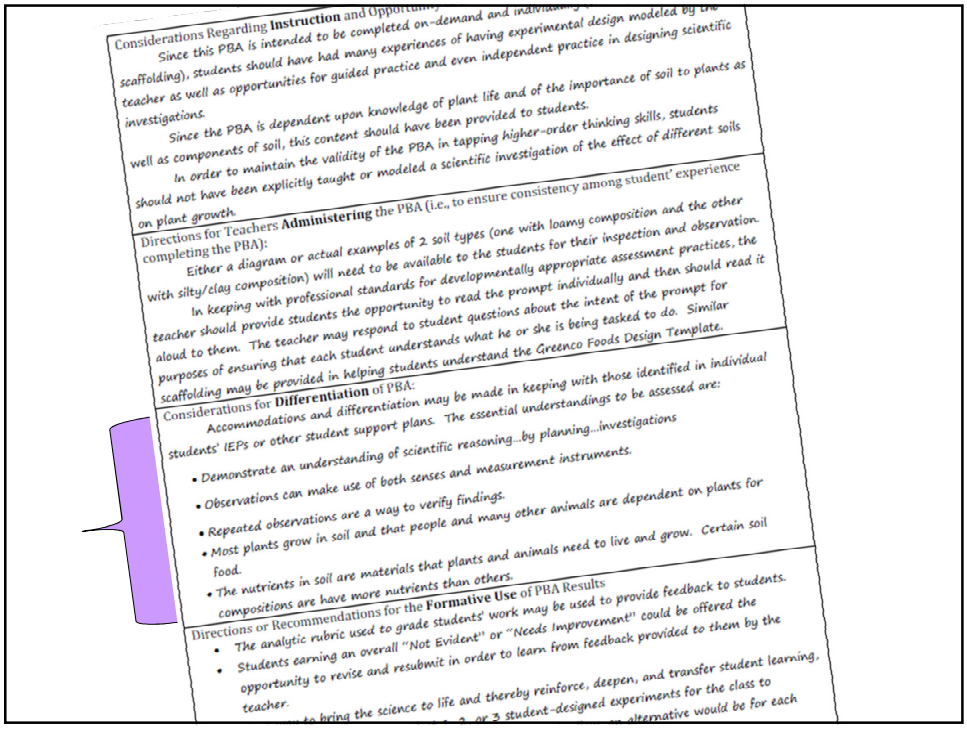

Considerations Regarding **Instruction** and Opportunity

Since this PBA is intended to be completed on-demand and individually by the teacher as well as opportunities for guided practice and even independent practice in designing scientific investigations.

Since the PBA is dependent upon knowledge of plant life and of the importance of soil to plants as well as components of soil, this content should have been provided to students.

In order to maintain the validity of the PBA in tapping higher-order thinking skills, students should not have been explicitly taught or modeled a scientific investigation of the effect of different soils on plant growth.

Directions for Teachers **Administering** the PBA (i.e., to ensure consistency among student' experience completing the PBA):

Either a diagram or actual examples of 2 soil types (one with loamy composition and the other with silty/clay composition) will need to be available to the students for their inspection and observation.

In keeping with professional standards for developmentally appropriate assessment practices, the teacher should provide students the opportunity to read the prompt individually and then should read it aloud to them. The teacher may respond to student questions about the intent of the prompt for purposes of ensuring that each student understands what he or she is being tasked to do. Similar scaffolding may be provided in helping students understand the Greenco Foods Design Template.

Considerations for **Differentiation** of PBA:

Accommodations and differentiation may be made in keeping with those identified in individual students' IEPs or other student support plans. The essential understandings to be assessed are:

- Demonstrate an understanding of scientific reasoning...by planning...investigations
- Observations can make use of both senses and measurement instruments.
- Repeated observations are a way to verify findings.
- Most plants grow in soil and that people and many other animals are dependent on plants for food.
- The nutrients in soil are materials that plants and animals need to live and grow. Certain soil compositions are have more nutrients than others.

Directions or Recommendations for the **Formative Use** of PBA Results

- The analytic rubric used to grade students' work may be used to provide feedback to students.
- Students earning an overall "Not Evident" or "Needs Improvement" could be offered the opportunity to revise and resubmit in order to learn from feedback provided to them by the teacher.

...to bring the science to life and thereby reinforce, deepen, and transfer student learning, ... or 3 student-designed experiments for the class to ... alternative would be for each

Choice with Purpose and Parameters

Not so good

You may present your key research findings and argue your position on the topic by creating a:

Power Point poster tri-fold brochure speech
interpretive dance fictional short story

Be sure to cite your sources.

Better

You may present your key research findings and argue your position on the topic by creating one of the following:

- A **narrated Power Point presentation of no more than six slides** and including visuals and text. The final slide should list your sources.
- A **video-recorded speech of no more than five minutes** in which you present your key findings and argue your position. You may use visuals, but they are not required. You must provide **an outline of your speech**, including a reference list of your sources.
- A **poster including visuals and text** to present your key findings and represent your positioner. To argue your position, write a **one-page "Dear Mr. Ryan" letter** and attach it to the back of your poster. Include a separate sheet as a reference list.

Quality Criteria for Performance Assessments

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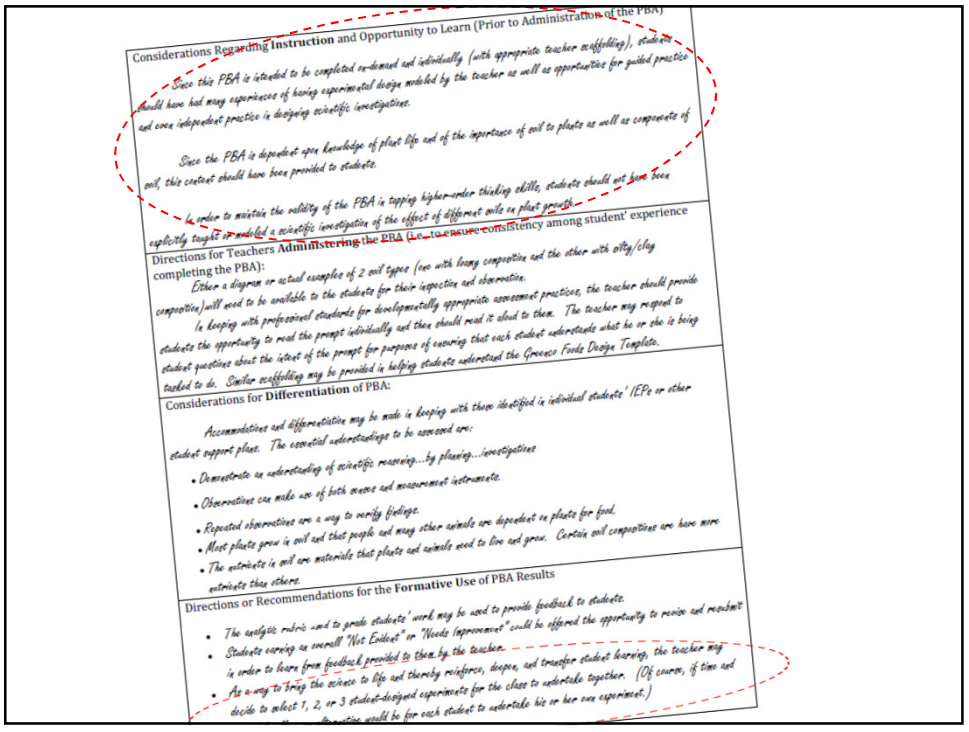


Considerations Regarding **Instruction** and Opportunity to Learn (Prior to Administration of the PBA)

Since this PBA is intended to be completed on-demand and individually (with appropriate teacher scaffolding), students should have had many experiences of having experimental design modeled by the teacher as well as opportunities for guided practice and even independent practice in designing scientific investigations.

Since the PBA is dependent upon knowledge of plant life and of the importance of soil to plants as well as components of soil, this content should have been provided to students.

In order to maintain the validity of the PBA as tapping higher-order thinking skills, students should not have been explicitly taught or modeled a scientific investigation of the effect of different soils on plant growth.

Directions for Teachers **Administering** the PBA (i.e., to ensure consistency among student' experience completing the PBA):

Either a diagram or actual examples of 2 soil types (one with loamy composition and the other with silty/clay composition) will need to be available to the students for their inspection and observation.

In keeping with professional standards for developmentally appropriate assessment practices, the teacher should provide students the opportunity to read the prompt individually and then should read it aloud to them. The teacher may respond to student questions about the intent of the prompt for purposes of ensuring that each student understands what he or she is being tasked to do. Similar scaffolding may be provided in helping students understand the Greenco Foods Design Template.

Considerations for **Differentiation** of PBA:

Accommodations and differentiation may be made in keeping with those identified in individual students' IEPs or other student support plans. The essential understandings to be assessed are:

- Demonstrate an understanding of scientific reasoning...by planning...investigations
- Observations can make use of both senses and measurement instruments.
- Repeated observations are a way to verify findings.
- Most plants grow in soil and that people and many other animals are dependent on plants for food.
- The nutrients in soil are materials that plants and animals need to live and grow. Certain soil compositions are have more nutrients than others.

Directions or Recommendations for the **Formative Use** of PBA Results

- The analytic rubric used to grade students' work may be used to provide feedback to students.
- Students earning an overall "Not Evident" or "Needs Improvement" could be offered the opportunity to revise and resubmit in order to learn from feedback provided to them by the teacher.
- As a way to bring the science to life and thereby reinforce, deepen, and transfer student learning, the teacher may decide to select 1, 2, or 3 student-designed experiments for the class to undertake together. (Of course, if time and [illegible] would be for each student to undertake his or her own experiment.)

Given that **C** = **I** = **A**, then if we change **"A"** then we must change **"C"** and **"I"**, too.

Science
- Inquiry teaching

English Language Arts
- Socratic discussions
- Writers' workshop

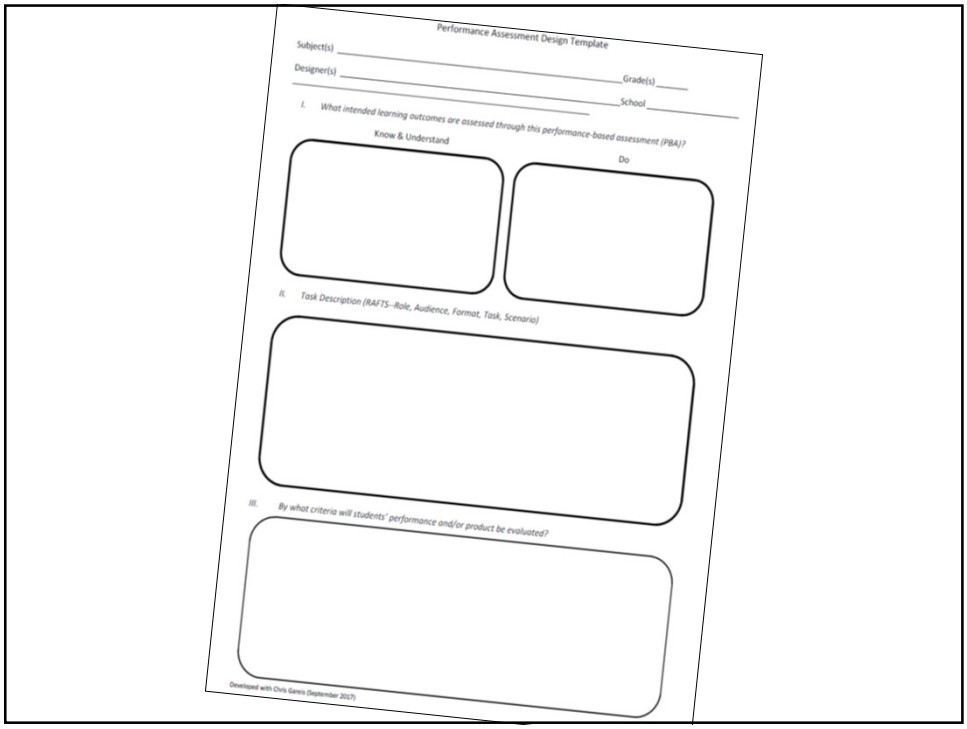
Math
- Problem-based learning

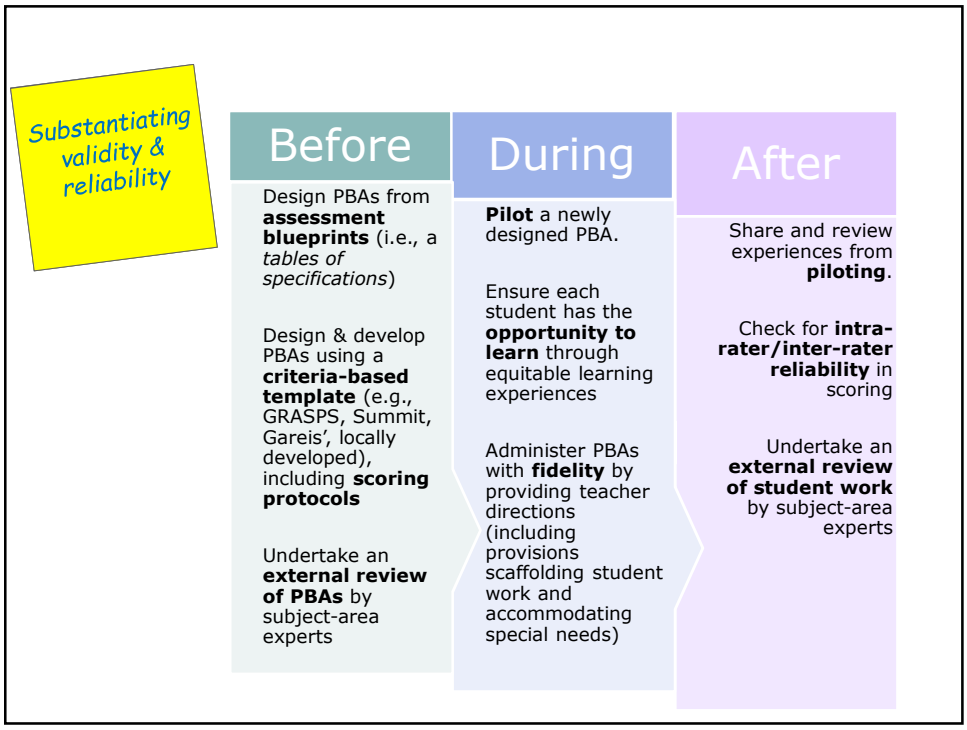
History/Social Studies
- Socratic discussions
- Jurisprudential inquiry
- Simulations
- Cooperative

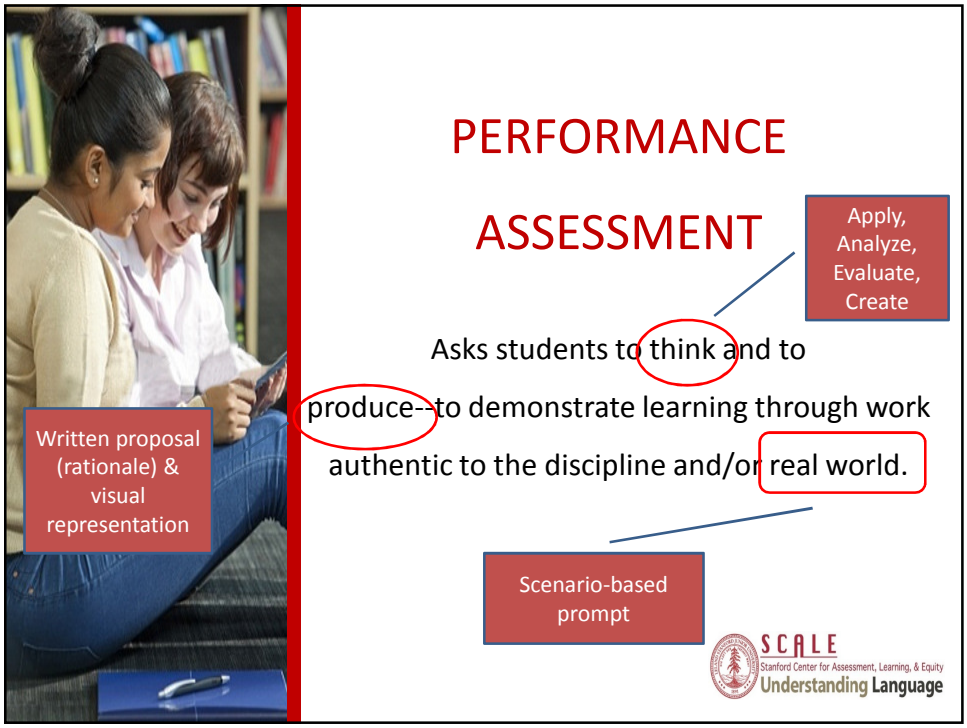
Any Subject
- **Project-based learning**

Quality Criteria for Performance Assessments

1. Aligned to a **cogent set of ILOs**
2. Taps **higher-order thinking** skills
3. Engages students in an **authentic task**
4. Clearly **prompts** students' work
5. Is **feasible**
6. Requires **verbal reasoning**
7. Evaluates student performance with **valid criteria**
8. Provides **accessibility** to all students
9. Depends upon engaging, deep learning experiences (**instruction**)
10. Has evidence of **validity and reliability**


Performance Assessment Design Template
Subject(s)
Grade(s)
Designer(s)
School
I. What intended learning outcomes are assessed through this performance-based assessment (PBA)?
Know & Understand
Do
II. Task Description (RAFTS--Role, Audience, Format, Task, Scenario)
III. By what criteria will students' performance and/or product be evaluated?
Developed with Chris Gareis (September 2017)


Substantiating validity & reliability
Before
Design PBAs from **assessment blueprints** (i.e., a *tables of specifications*)
Design & develop PBAs using a **criteria-based template** (e.g., GRASPS, Summit, Gareis', locally developed), including **scoring protocols**
Undertake an **external review of PBAs** by subject-area experts
During
Pilot a newly designed PBA.
Ensure each student has the **opportunity to learn** through equitable learning experiences
Administer PBAs with **fidelity** by providing teacher directions (including provisions scaffolding student work and accommodating special needs)
After
Share and review experiences from **piloting**.
Check for **intra-rater/inter-rater reliability** in scoring
Undertake an **external review of student work** by subject-area experts



Typical characteristics…	CONSTRUCTED RESPONSE	STAND ALONE	CURRICULUM EMBEDDED	COMPLEX PROJECT
Number of Intended Learning Outcomes	1 – 2 ILOs	Multiple, subject-specific ILOs	A cogent set of subject-specific ILOs	A complex, integrative set of ILOs & broad aims
Level of Instructional Support during Administration	Limited to clarification	Limited clarification & facilitation	Integrated instruction, facilitation, & feedback	Integrated instruction, facilitation, feedback, & guidance
Prescriptiveness of Student Response (Degree of Student Choice)	Fixed/ Convergent (typically little choice)	Convergent (limited choice)	Moderately Divergent (elements of choice in content and/or format of response)	Divergent (typically multiple opportunities for student choice)
Approximate Duration	A portion of a class period (≤ 60 minutes)	1 – 2 class periods (> 60 minutes)	Multiple class periods / days	Multiple weeks or a term

Geometric Design Task

Goal: *Design packaging to reduce waste and maximize efficiency, while still being structurally sound.*

Role: *Product designer for a company*

Audience: *Management team at the company*

Situation: *Box packaging needs to most efficiently contain 10 9-oz. cylindrical c*

Performance/Product: *Written proposal, including at least one schematic diagra*

Success Criteria: *(1) Accurate geometric calculations; (2) dimensions of box ade accommodate all 10 cylinders; (3) box and cylinder dimensions are minimal t schematic diagram accurately represents proposed design; (5) structural integ package is accounted for (e.g., sealable flaps); (6) mathematical reasoning is c clearly and accurately in writing.*

Use the "quality criteria" to identify ...
✓
?
△

The Right-Sized Sodas Packaging Design Task

You are a packaging designer for a local beverage company. The company is l... new line of all-natural, fruit-flavored drinks called "Right-Sized Sodas." The drinks will be available in 9-ounce, cylindrical cans made of aluminum. Each package of drinks will contain 10 cans.

As the package designer on the Right-Sized Sodas product team, your task is to design the dimensions of the cans and the dimensions of the cardboard packaging box. Your supervisor has emphasized the need to minimize waste and maximize efficiency in your design, but she has also cautioned you about designing a packaging box that is structurally sound. (Everyone in the company still remembers the unfortunate effects of the poorly designed packaging for the Gooey-Gooey Grape Juice boxes that another product team was responsible for last year. There were bright purple trails of Gooey-Gooey Grape Juice up and down the aisles in grocery stores across the state. What a mess, literally and legally.)

After you have reviewed some examples of tried and true packaging designs, you are to determine the optimal dimensions for the Right-Sized Soda drink cans and the 10-can packaging box. Then, you are to prepare a written proposal, including at least one schematic diagram, to present your design to your supervisor and the management team.

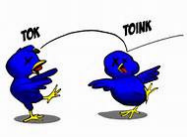
* For a complete explanation of the GRASPS model for designing performance tasks, please see **Understanding by Design Professional Development Workbook** by Grant Wiggins and Jay McTighe (ASCD, 2004).

Design a **Performance Assessment**

1. **Course/Grade Level/Pacing**
2. **Content (Topic)**
3. **Targeted Skills/Levels of Cognitive Demand**
4. **Prompt (scenario-based or academic?)**
5. **Response Format (How are you "capturing" student thinking?)**
6. **Performance Criteria (e.g., checklist, rating scale, holistic rubric, analytic rubric)?**
7. **What's in the "juice" of this performance assessment that makes it worth "the squeeze"?**

Low-Hanging Fruit

- Something I already do but want to do better
- A few constructed-response items that, together, paint a picture of student competency
- A stand-alone assessment
- A GRASPS task
- An extended project



Two Birds with One Stone

- A complex concept or discipline-specific skills that my students really struggle with
- A topic that I really struggle with
- Something that I would feel proud to say that every student who completes my class can do

Check-In

1. Is this a **PBA** or an **LAA**?
2. Where in the year/semester **pacing** will the PBA be used?
3. What **type of PBA** is it?
4. What **content** (i.e., topic, SOL Strand) are you assessing?
5. What **skill(s)** and at what **cognitive level(s)** does this PBA assess?
6. In what way is the task **authentic**?
7. What **type of prompt** are you using?
8. In what format are you **capturing student thinking**?
9. What **form(s) of success criteria** are you using?
10. What is one feature that makes this PBA **spectacular**?

Topics

I. The Role of PBAs in Balanced Assessment (know)

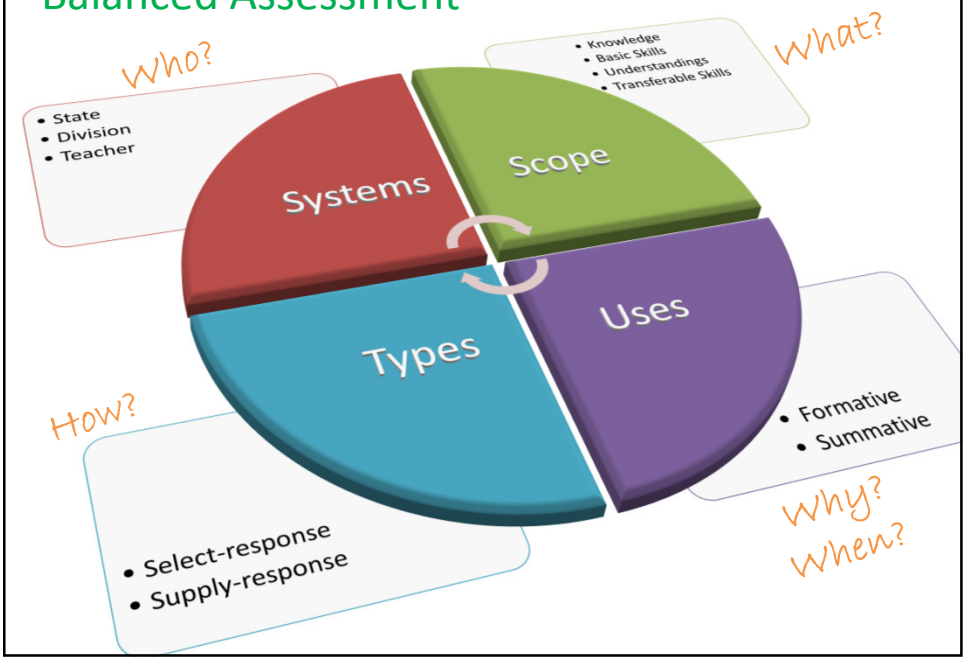
II. Types of Performance Assessments (understand & apply)

III. Quality Criteria of PBAs (understand & analyze)

IV. Critique a Performance Assessment (evaluate)

V. Design a Performance Assessment (synthesize/create)

Balanced Assessment



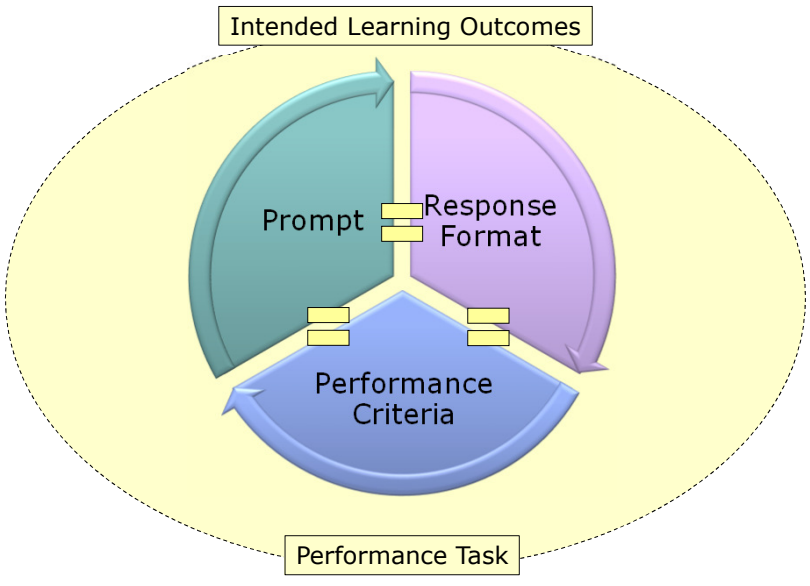
2 Families of Assessment Types

Matching	Alternate Choice	Multiple Choice	Constructed Response	Stand-Alone PBA	Curriculum-Embedded PBA	Complex Project

How?

Student **selects** from among possible responses	Student **supplies** the response
1. Breadth (of content)	1. Depth (of content)
2. Discrete assemblages of ILOs	**2. Cogent sets** of ILOs
3. Facility of **lower-order thinking** (with recall, understanding, procedural application, **analysis**)	3. Facility of **higher-order thinking** (such as **analysis**, evaluation, synthesis/creation)
4. Efficiency (in administering)	**4. Extended thinking** (perseverance, uncertainty, discipline-specific competencies & dispositions)
5. Assessment ***of*** learning	5. Assessment ***for*** learning
6. Objectivity (in grading)	**6. Subject-area expertise** (required for grading)

What?
Why?
When?
Who?



What makes a high-quality performance assessment?

		"No-Fluff Criteria"—the student perspective
1.	Cogent intended learning outc	No fluff. Make sure it matters.
2.	Higher-order thinking	Make me think. Get me to show what I know, how I know it, and what I can do with it.
3.	Authenticity (to the real world	Keep it *real*…and *interesting* would be nice, too.
4.	Prompt (i.e., student-facing m	I'm a kid: Guide me, but don't crowd me…and let me have some say in what I'm doing.
5.	Response format	Dream big and creatively for me, but get your act together so that we can actually do this thing.
6.	Verbal reasoning	Make me show…and tell.
7.	Accurate success criteria	Judge me fairly…and help me get better at doing things.
8.	Accessibility	Don't leave anybody out.
9.	Engaging, rigorous instruction	Teach me—I mean, *really help me learn*—what I need to know and need to be able to do so that I can do this thing.
10.	Substantiation (i.e., teacher-fa	Make sure some well-intentioned but ill-informed fellow citizen doesn't derail the cool and important things you're doing for me as my teacher.

3 New understandings
2 Commitments
1 Hope