


**ASSESSMENT LEADERSHIP**

**Leveraging  
Performance-Based Assessments  
for Deeper Learning**

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## Our Agenda and Intended Outcomes

1. Understand Virginia's *local alternative assessment* initiative
2. Understand the elements of a high-quality *performance-based assessment*
3. Consider, identify, & strategize for meeting *leadership implications*

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

## Timeline for Implementation of LAAs

### Year 1 (2014-15)

- Replace each of five removed SOL tests with one or more locally developed alternative assessments (preferably PBAs that meet Board guidelines)

### Year 2 (2015-16)

- Develop local teachers' capacity to create and use PBAs

### Year 3 (2016-17)

- Use at least one PBA (**per Board guidelines**) for each of five removed SOL tests

### Year 4 (2017-18)

- Share examples of PBAs across divisions

### Year 5 (2018-19)

- Partner with other divisions to score some of each other's PBAs
- Administer LAAs for all Social Science/History removed tests

## What is meant by “locally developed alternative assessments”?

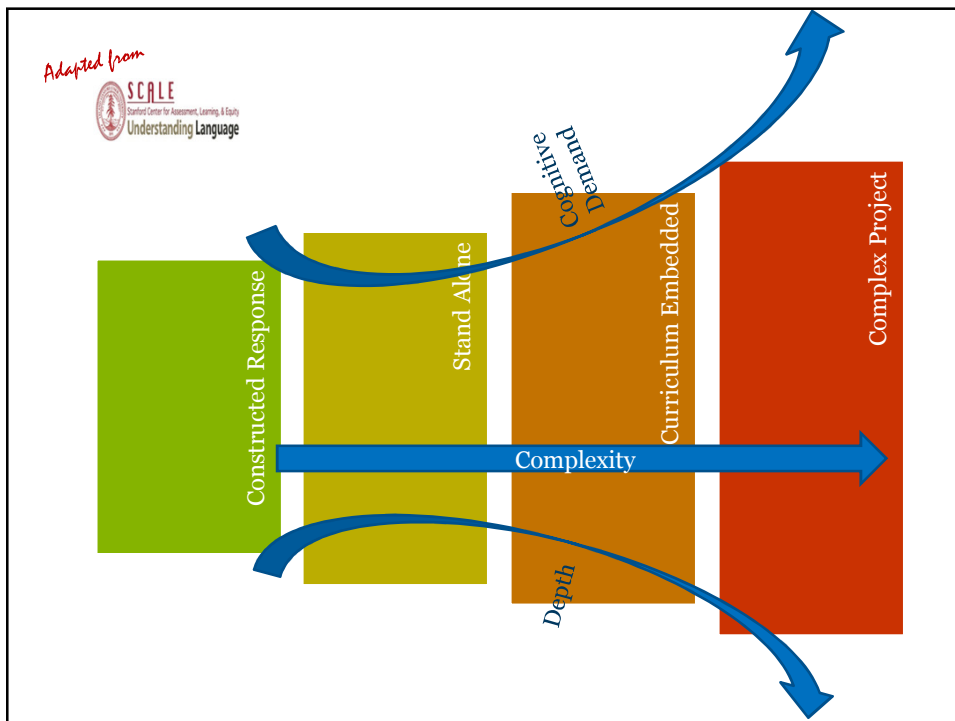


**Authentic,  
performance-based  
assessments**



## PERFORMANCE ASSESSMENT

Asks students to think and to produce--to demonstrate learning through work authentic to the discipline and/or real world.



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 ( $\leq 60$ 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



## 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 to these two different soils as Alpha 7 and Bio 11. A sample of the composition of each of the soils will be provided to you.

Your task is to design an experiment to determine which of the two soils is best for growing this strain of wheat faster. Your experiment will need to be completed in the company lab. 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.

### Greenco Foods Experimental Design Template

**Company Policy Reminders**

- Write neatly.
- Write in clear, complete sentences.
- Use accurate, scientific terms.
- Complete all sections of the template.

What does our Company need to know? (Question)

What do you think will happen? (Hypothesis)

What steps will you take to test your hypothesis? (Procedure)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

What data will you collect? (Observations)

By using one or more of your five senses, describe what changes you will see and how many times you will do this.

By measuring, what units will you use, and how often will you measure?

What do you think your observations will show, and why do you think that? (Prediction)

## Performance Assessment: “THE LONE REACH OF HISTORICAL DECISIONS ESSAY”

### The Long Reach of Historical Decisions Essay

In the United States, the early 20<sup>th</sup> 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 21<sup>st</sup> 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.

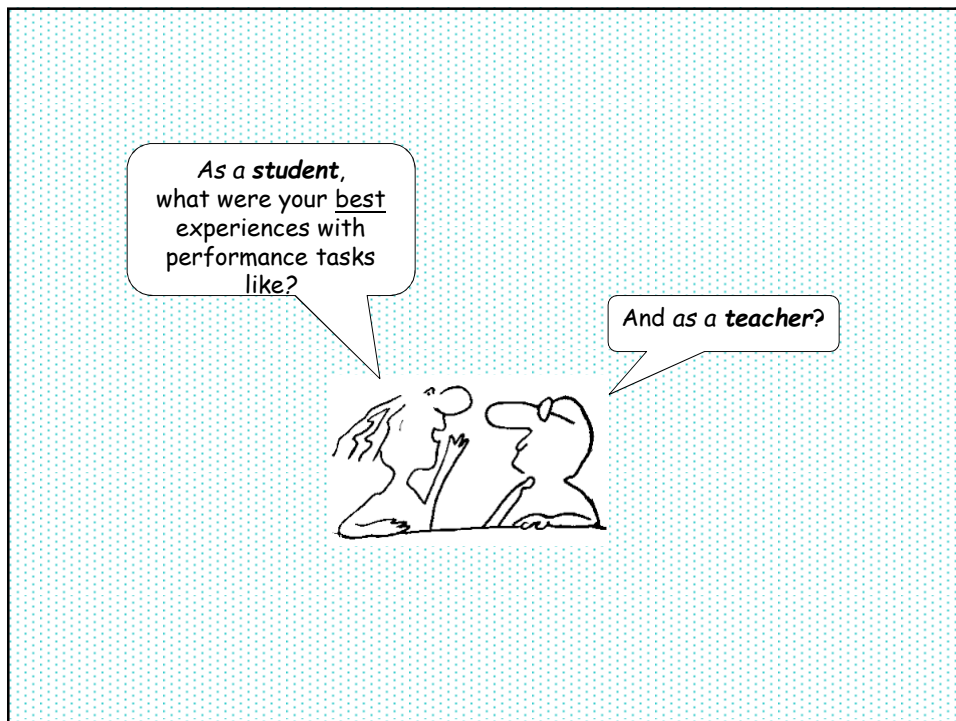
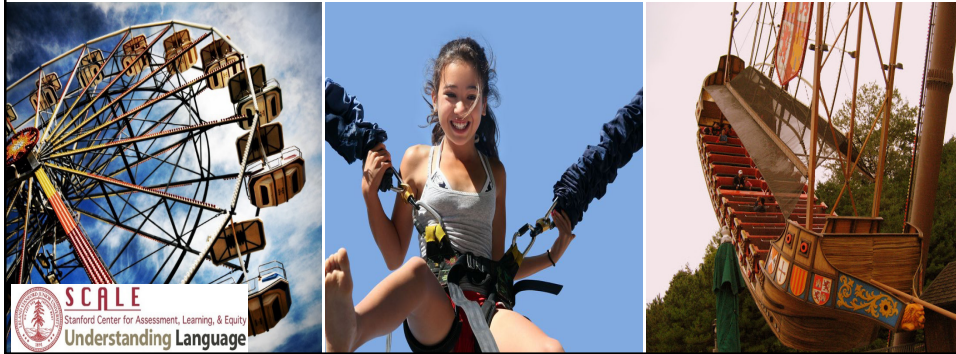
Prompt

Response Format

## 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





## “Authentic Performance Assessment”

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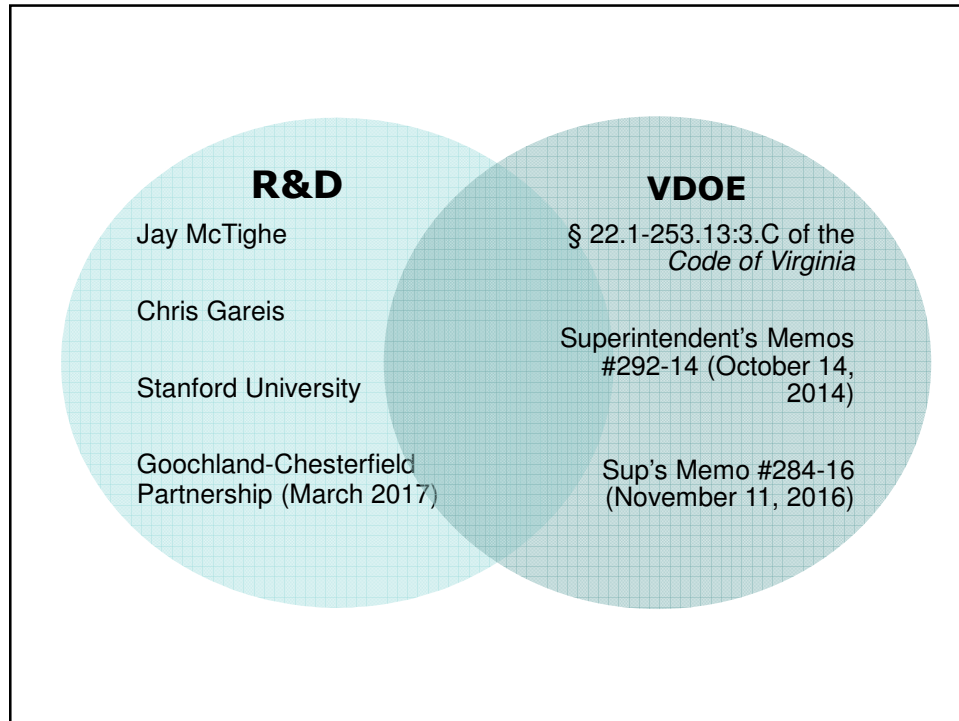
“Performance assessments **generally** require students to **perform a task** or **create a product** that is **typically** scored using **a rubric**. Authentic performance assessments **often** include tasks that **mirror** those that **might** occur in a **‘real-life’** situation.”\*

(Supt’s Memo #284-16, November 11, 2016)

\*Italics added

Quality Criteria





## VDOE *draft* Quality Criteria

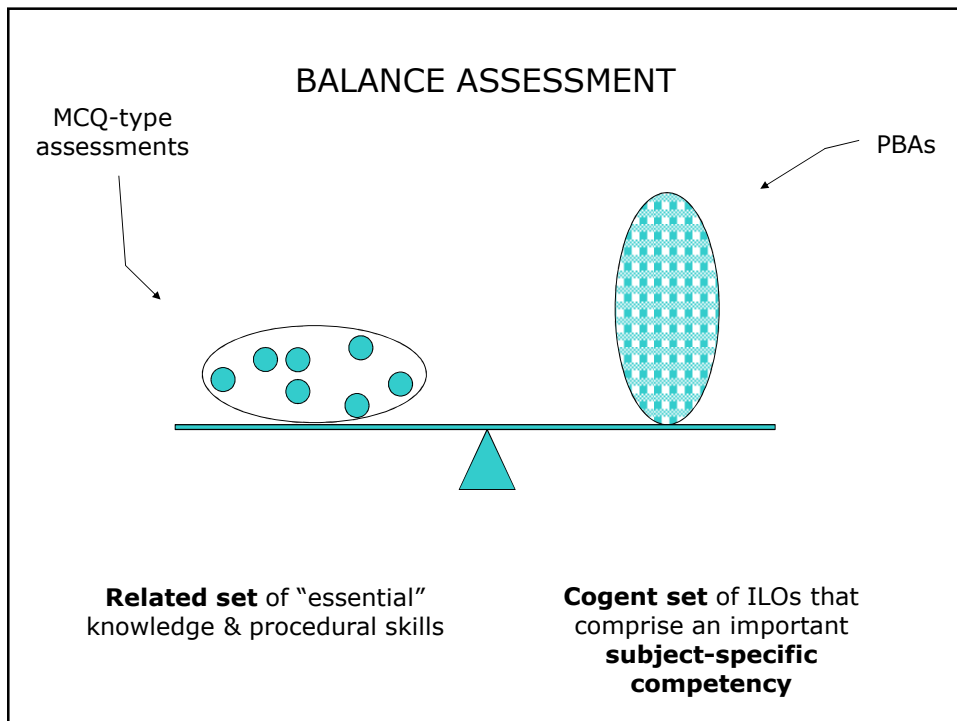
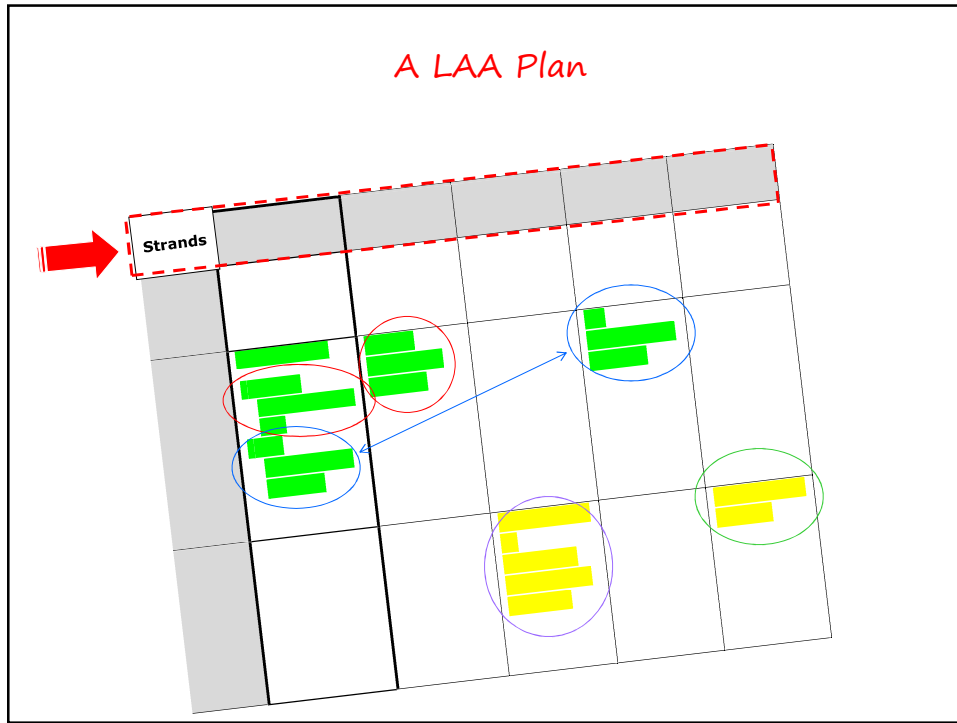
1. Standards/ILOs
2. Cognitive Demand
3. Authenticity/Relevance
4. Verbal Reasoning/Explanation
5. Success Criteria
6. Student Directions/Prompt
7. Accessibility & Student Choice
8. Feasibility
9. Instruction
10. Substantiation

Generic Criteria	Quality Criteria for Performance-Based Assessments (PBAs)	VDOE Criteria for PBAs Used as Local Alternative Assessments (LAA)	Rating 3 = criterion fully met 2 = met somewhat 1 = not yet met	Feedback ✓ Affirmations ? Questions Δ Suggestions
(1) Standards/ Intended Learning Outcomes	<p>PBAs are aligned to content standards (including essential knowledge and skills) and other intended learning outcomes (such as dispositions or behaviors) of the curriculum.</p> <p>PBAs:</p> <ul style="list-style-type: none"> <li>Align to a developmentally appropriate, cogent (i.e., complex, coherent, important) sets of intended learning outcomes;</li> <li>Occur within the scope of the grade-level curriculum and within the vertical sequence of the subject;</li> <li>Build toward an accurate, deep, understanding of content, processes, and skills; and</li> <li>May integrate intended learning outcomes from two or more subject areas.</li> <li>May align to students' development as critical thinkers, effective communicators, constructive collaborators, creative thinkers, and/or contributing citizens.</li> <li>May integrate technology-related competencies, if appropriate to the intended learning outcomes and/or response format of a PBA.</li> </ul> <p>Note: PBAs aim to develop deeper learning in students, which may be defined as a set of six interrelated competencies: mastering rigorous academic content, learning how to think critically and solve problems, working collaboratively, communicating effectively, directing one's own learning, and developing an academic mindset — a belief in one's ability to grow.</p>	<p>The LAA aligns to either (a) one or more <b>Strands</b> (from the SOL Curriculum Framework) or (b) one or more <b>Reporting Categories</b> (from the respective SOL Test Blueprint) in a grade level/subject area of a removed SOL test, namely:</p> <ul style="list-style-type: none"> <li>Grade 3 Science</li> <li>Grade 3 History and Social Science</li> <li>United States History to 1865</li> <li>United States History: 1865 to the Present</li> <li>Grade 5 Writing</li> </ul> <p>Not all content standards must be assessed by one LAA. A school division may have multiple, complementary LAAs to account for all Strands or Reporting Categories.</p>	3 2 1	

Grade 3 Science  
Test Blueprint Summary Table

Reporting Category	Grade 2 Standards of Learning	Grade 3 Standards of Learning	Number of Items
Assessed with other SOL	2.1m	3.1m	
Scientific Investigation, Reasoning, and Logic	2.1a-1	3.1a-1	10
Force, Motion, Energy, and Matter	2.2a-b 2.3a-c	3.2a-d 3.3a-c	8
Life Processes and Living Systems	2.4a-b 2.5a-d 2.7a 2.8a-d	3.4a-b 3.5a-c 3.6a-d 3.10a	11
Earth/Space Systems and Cycles	2.6a-c 2.7b	3.7a-d 3.8a-c 3.9a-e 3.10b-d 3.11a-c	11
Excluded from Testing	None		
Subsumed Content *	Content in Kindergarten and Grade 1 SOL		
Number of Operational Items			40
Number of Field Test Items**			10
<b>Total Number of Items on Test</b>			<b>50</b>

\* The Virginia science SOL are spiral in nature and are vertically aligned from kindergarten through Physics. Because science content and processes taught in kindergarten and first grade lay the foundation needed for ongoing science education in grades 2, 3, and beyond, the science content for kindergarten and grade 1 is subsumed in the grade 3 science SOL test.



Grade 5 Writing				
	Q1	Q2	Q3	Q4
Year 1 2014-2015	-	-	-	Common Writing Prompt (released SOL prompt and rubric)
Year 2 2015-2016	-	Expository Essay	National Museum of American History Research Paper	Persuasive Letter
Year 3 2016-2017	Personal Narrative writing pre-assessment  Narrative Fiction  MCQ grammar and mechanics pre-assessment	Expository Essay	National Museum of American History Research Paper  MCQ on grammar and mechanics benchmark	Personal Narrative writing post-assessment  Persuasive Letter  MCQ grammar and mechanics post-assessment

**The Long Reach of Historical Decisions Essay**  
**RUBRIC**

	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 20 <sup>th</sup> 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 instances of 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)	

**Long Reach of Historical Decisions Essay Student Prompt**

states, the early 20<sup>th</sup> century was a period of significant change. As we discussed in class, such changes occurred in the biological "fabric" of our country. Much of this change was due to the fact that it represented progress. Some of this change had unintended consequences that have not been good.

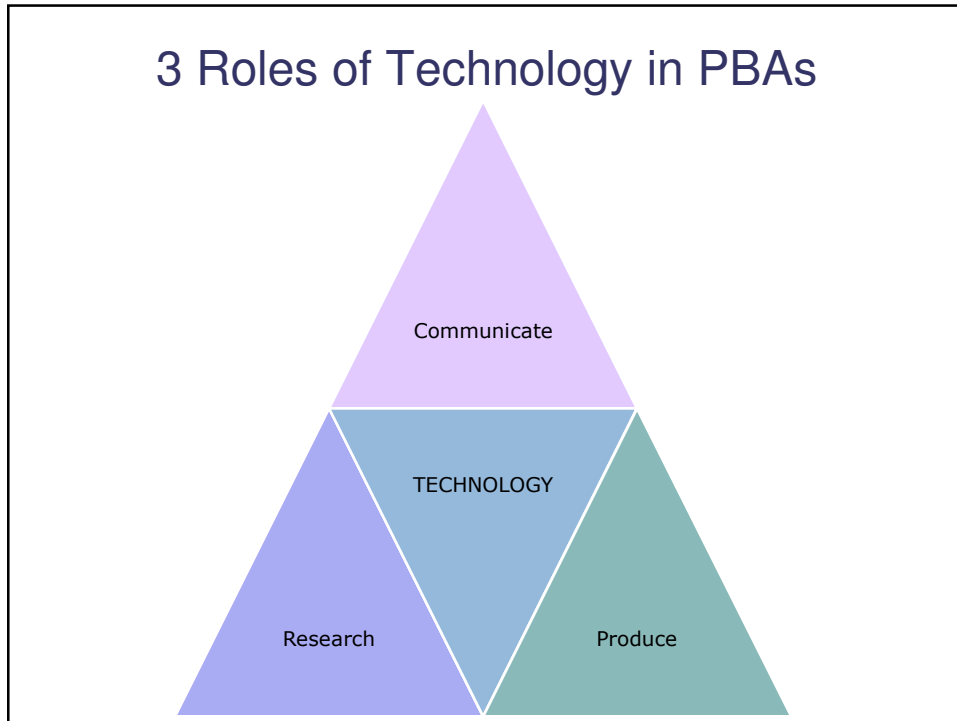
example of such a change, and explain why it was significant at the time. (In class, we discussed the automobile as an example of such a change.)

choose that for your response.)

stage point as a 21<sup>st</sup> century citizen, identify one of the unintended consequences along the way. (As an example, you might discuss the interstate highway system in the present day. Be sure to identify the consequences along the way.)

Finally, make a case for whether the change from the early 20<sup>th</sup> century ultimately been beneficial or not for the United States.

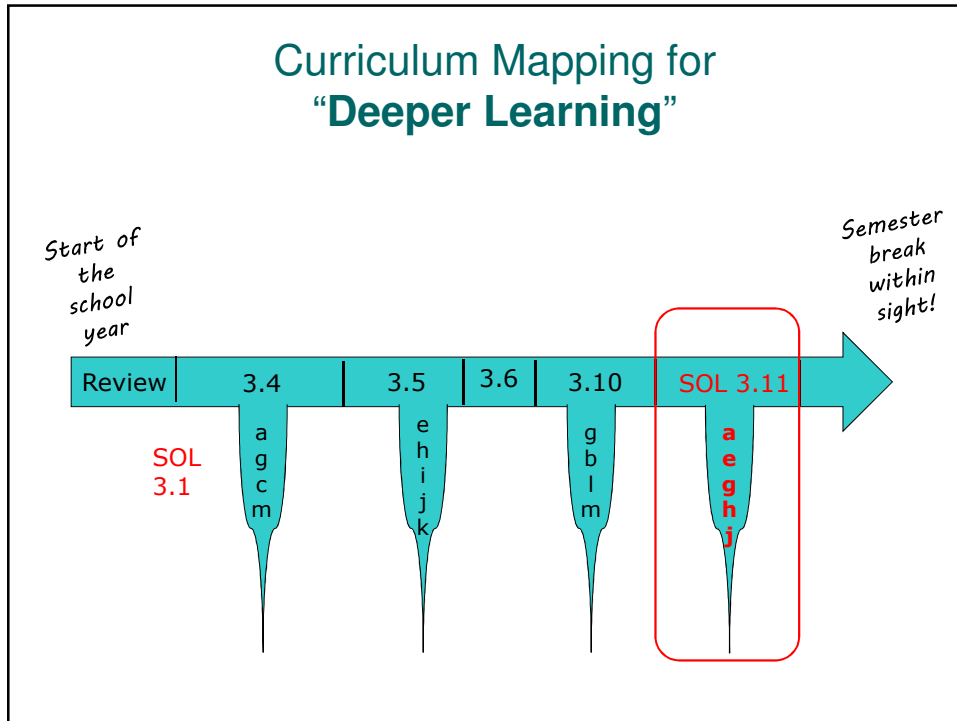
Your response will be in the form of a clearly written **expository essay**. Remember, your points should be supported by accurate historical facts. Also, that is clear to your reader. Use the prompt above to help organize your response.



Generic Criteria	Quality Criteria for Performance-Based Assessments (PBAs)	VDOE Criteria for PBAs Used as Local Alternative Assessments (LAA)	Rating 3 = criterion fully met 2 = met somewhat 1 = not yet met	Feedback ✓ Affirmations 7 Questions Δ Suggestions
(2) Cognitive Demand	PBAs require students to engage in higher order thinking over some extended period of time (whether several minutes or multiple weeks). Higher order thinking is characterized by: <ul style="list-style-type: none"> <li>• More than simple recall</li> <li>• Conceptual understanding, application, analysis, evaluation, synthesis, or original creation</li> <li>• Subject-specific competencies such as scientific inquiry, historical analysis, persuasive writing, or mathematical reasoning.</li> </ul>	The LAA integrates applied, subject-specific, higher-order thinking skills into content-based standards, namely: <ul style="list-style-type: none"> <li>• Science 3.1 a-m</li> <li>• History 3.1a-j</li> <li>• USI.1a-j</li> <li>• USII.1a-j</li> <li>• English 5.7 a-l, 5.8 a-k, and 5.9 a-f</li> </ul>	3 2 1	

Grade 3 Science	
<p>3.11 The student will investigate and understand different sources of energy. Key concepts include</p> <p>a) energy from the sun;</p> <p>b) sources of renewable energy; and</p> <p>c) sources of nonrenewable energy.</p>	
Understanding the Standard (Background Information for Instructor Use Only)	Essential Knowledge, Skills, and Processes
<ul style="list-style-type: none"> <li>The sun is the source of almost all energy on Earth. The sun is the direct source of light and thermal energy.</li> <li>Sunlight, water, and wind are sources of energy. The force of flowing water and moving air can be used to generate electricity.</li> <li>Wood comes from trees. It has many important uses, including its use as a fuel.</li> <li>Some energy sources are renewable. That means that they can be replaced. Some energy sources are nonrenewable. That means that once they are used up, they are gone and cannot be replaced. Coal, oil, and natural gas are nonrenewable resources.</li> <li>Fossil fuels, such as coal, oil, and natural gas, are formed from decayed plants and animals. The formation of fossil fuels takes millions of years.</li> </ul>	<p>In order to meet this standard, it is expected that students will</p> <ul style="list-style-type: none"> <li>explain that the sun is the major source of energy for Earth.</li> <li>identify sources of energy and their uses.</li> <li>describe how solar energy, wind, and moving water can be used to produce electricity.</li> <li>describe how fossil fuels are used as an energy source.</li> <li>compare and contrast renewable and nonrenewable energy sources.</li> <li>analyze the advantages and disadvantages of different naturally occurring energy sources.</li> <li>design a basic investigation to determine the effects of sunlight on warming various objects and materials, including water.</li> </ul>

<p>3.1 The student will demonstrate an understanding of <b>scientific reasoning, logic, and the nature of science</b> by <b>planning and conducting investigations</b> in which</p> <p>a) observations are made and are repeated to ensure accuracy;</p> <p>b) predictions are formulated using a variety of sources of information;</p> <p>c) objects with similar characteristics or properties are classified into at least two sets and two subsets;</p> <p>d) natural events are sequenced chronologically;</p> <p>e) length, volume, mass, and temperature are estimated and measured in metric and standard English units using proper tools and techniques;</p> <p>f) time is measured to the nearest minute using proper tools and techniques;</p> <p>g) questions are developed to formulate hypotheses;</p> <p>h) data are gathered, charted, graphed, and analyzed;</p> <p>i) unexpected or unusual quantitative data are recognized;</p> <p>j) inferences are made and conclusions are drawn;</p> <p>k) data are communicated;</p> <p>l) models are designed and built; and</p> <p>m) current applications are used to reinforce science concepts.</p>	<p>Observe accurately</p> <p>Measure using tools</p> <p>Pose questions</p> <p>Gather, chart, &amp; analyze data</p> <p>Draw conclusions</p>
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### Grade Three Introduction to History and Social Science: Focus on Ancient World Cultures

The standards for third-grade students include an introduction to the heritage and contributions of the peoples of ancient China, Egypt, Greece, Rome, and the West African empire of Mali. Students should continue developing map skills and demonstrate an understanding of basic economic and civics concepts. Students will examine the social, cultural, and political characteristics of major ancient world cultures. Students will recognize that many aspects of ancient cultures served as the foundation for modern governments, customs, traditions, and perspectives.

**Skills**

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

- identifying artifacts and primary and secondary sources to understand events in world cultures;
- using geographic information to support an understanding of world cultures;
- interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world cultures;
- summarizing points and evidence to answer a question;
- comparing and contrasting ideas and perspectives to better understand people or events in world cultures;
- determining relationships with multiple causes or effects;
- explaining connections across time and place;
- using a decision-making model to make informed decisions;
- practicing good citizenship skills and respect for rules and laws while collaborating;
- compromising, and participating in classroom activities; and
- accessing a variety of media, including online resources.

**History**

3.2 The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.

The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of literature, government (direct and representative democracy), and

Purpose

Form

Audience

**Writing**

5.7 The student will write for in a variety of purposes: forms to include describe, to inform, to entertain, to explain, and to persuade. narrative, descriptive, expository, and persuasive.

a) Engage in writing as a process.  
 b) ~~a)~~ Select ~~Identify~~ intended audience and purpose.  
 c) ~~b)~~ Use a variety of prewriting strategies.  
 d) Introduce and develop a topic, incorporating evidence and supporting details.  
 e) Organize information to convey a central idea.  
 f) Recognize different modes of writing have different patterns of organization including story structure for narrative writing.  
 g) ~~d)~~ Write a clear topic sentence focusing on the main idea.  
 h) Clearly state a position including supporting reasons and evidence to persuade the intended audience.  
 i) ~~e)~~ Write multiparagraph compositions.  
 j) ~~f)~~ Use precise and descriptive vocabulary to create tone and voice.  
 k) ~~g)~~ Vary sentence structure by using transition words and prepositional phrases.  
 l) ~~h)~~ Revise writing for clarity of content using specific vocabulary and information.  
 i) ~~Include supporting details that elaborate the main idea.~~ [Incorporated in 5.7d]

5.8 The student will self- and peer-edit writing for ~~correct~~ grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing, and Standard English.

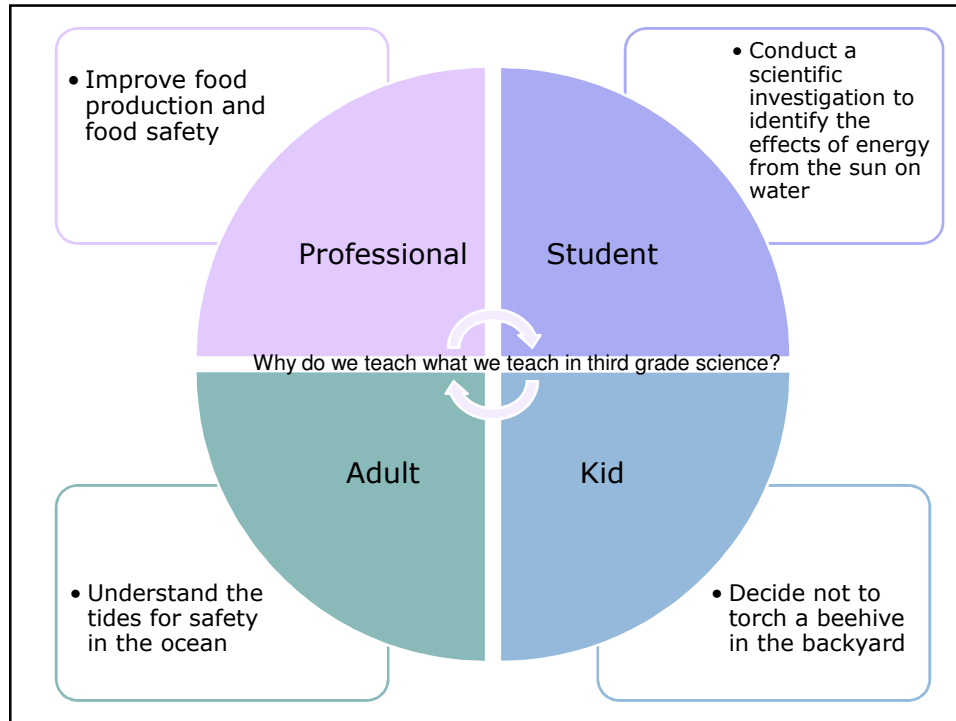
a) Use plural possessives.  
 b) Use adjective and adverb comparisons.  
 c) ~~Identify and u~~Use interjections.  
 d) ~~Use apostrophes in contractions and possessives.~~ [Addressed beginning in grade two] Use prepositional phrases.  
 e) Use quotation marks with dialogue.  
 f) Use commas to indicate interrupters, items in a series, and to indicate direct address.

The Writing Process

Composition Usage & Control

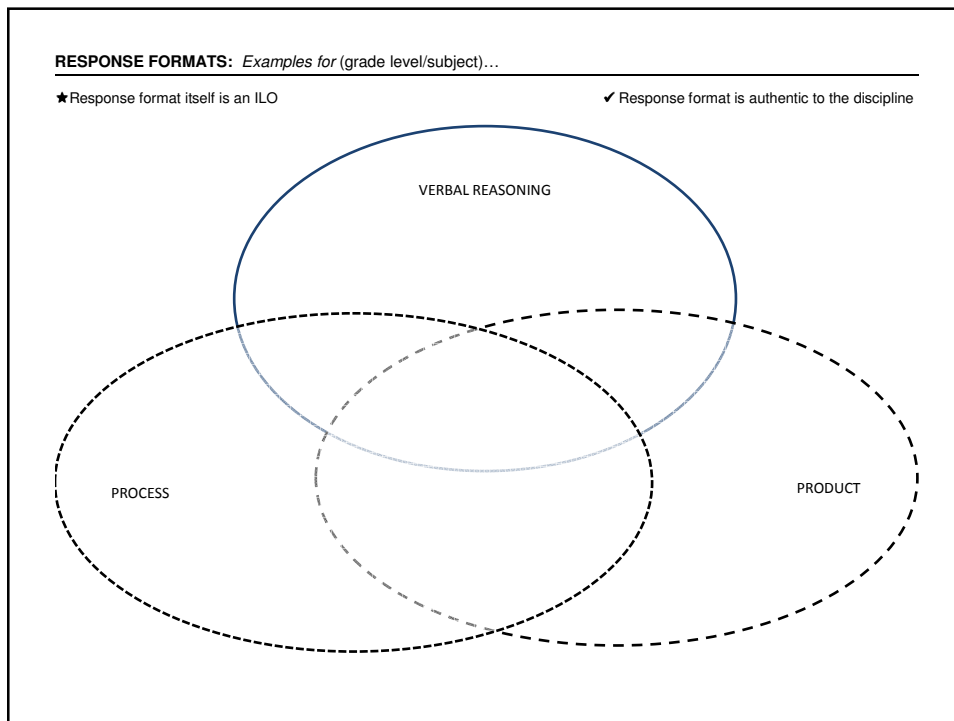
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(3) Authenticity	PBAs engage students in relevant tasks that are representative of the real world and/or relevant to the discipline. Authenticity may be relevant to jobs/careers, future responsibilities as adults, current interests of students as young people, or academic tasks relevant to the discipline. The authenticity of PBAs is often characterized by a/an: <ul style="list-style-type: none"> <li>• Engaging scenario</li> <li>• Realistic role</li> <li>• Relevant task</li> <li>• Target audience</li> <li>• Meaningful product or outcome</li> <li>• Genuine constraints</li> <li>• Relevant expectations</li> </ul> Authenticity can be accentuated through demonstration of learning within a novel situation, connections to the students' community/world, students' understanding of the purpose of the task, and student choice of task, process, and/or response format (i.e., product or performance).	The LAA incorporates an authentic performance, such as a task that might occur in a real-world situation.	3 2 1	
(4) Verbal Reasoning / Explanation	PBAs support language development and verbal reasoning connected to the discipline, such as constructive conversations with peers. PBAs should include student explanations with supporting details/rationale, in writing or other multimodal format.	The LAA requires a student response format such as performing a task, creating a product, and/or articulating reasoning in writing and/or orally, as an alternative to multiple-choice or technology-enhanced (e.g., drag-and-drop, fill-in-the-blank) test items.	3 2 1	





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Advertisement	Flow Chart	
Artifact	Graph/Chart	
Autobiography	Letter to a Company	
Biography	Letter to an Elected Representative	Poem (e.g., limerick, haiku, free verse)
Blog	Letter to the Principal/Teacher	Poetry recitation/Poetry slam
Board Game	Letter to a Friend	Poster/Banner
Book Report	Magazine article	Proposal
Brochure	Map	Simple/Compound Machine
Cartoon	Mock Artifact	Simulation
Chart	Mock Historical Document	Song (lyrics/performed)
Collage	Mock Trade Agreement	Storyboard
Collection	Model	Taught Lesson
CAD Projection	Musical Composition	Test
Conceptual Model	Narrated Power Point	Weather Forecast
Debate	Newspaper article	Webpage/Website
Demonstration	Non-linguistic representation (e.g., drawing, picture)	Webquest
Design Schematic / Blueprint	Persuasive Essay	Written Explanation
Diorama	Persuasive Speech	
Documentary Film	Photograph(s)	
Display	Play/Scene script	
Dramatization	Podcast	
Editorial		
Experiment		
Expository Essay		



### The Women's Suffrage Movement: Winning & Exercising the Right to Vote

Oral language performance

Verbal reasoning, process, & product

Visual product

Generic Criteria	Quality Criteria for Performance-Based Assessments (PBAs)	VDOE Criteria for PBAs Used as Local Alternative Assessments (LAA)	Rating	Feedback
(5) Success Criteria	<p>PBAs include accurate, reasonably objective criteria by which to judge students' performance relative to expectations. A set of success criteria typically takes the form of a/an:</p> <ul style="list-style-type: none"> <li>• Analytic rubric</li> <li>• Holistic rubric</li> <li>• Rating scale</li> <li>• Checklist of Quality Indicators</li> </ul> <p>Success criteria strengthen the potential reliability and validity of PBAs by improving the likelihood of consistently applied expectations (reliability) of the intended content and skills (validity), rather than focusing on the surface features of a product or performance.</p> <p>Given the central role of language usage in PBAs, success criteria may include the purposeful and effective conveyance of ideas through language regardless of subject-area being assessed. Results can be used to demonstrate adequate academic progress in a subject and to inform instructional decisions.</p> <p>Success criteria—especially when written in student-friendly language—can provide opportunities for self-assessment, peer and teacher/expert feedback, reflection, and revision, all of which are examples of <i>assessment for learning</i>.</p>	<p>The LAA includes a rubric or other appropriate scoring criteria, which are accurate and reasonably objective.</p> <p>Results on the LAA can be used to demonstrate adequate academic progress in a subject and to inform instructional decisions.</p> <p>Report of results on the LAA provides feedback to students, teachers, and parents. Scores are not reported to the VDOE.</p>	<p>3 = criterion fully met 2 = met somewhat 1 = not yet met</p> <p style="font-size: 2em; opacity: 0.5;">3 2 1</p>	<p>✓ Affirmations   ? Questions   Δ Suggestions</p>

### Checklist

#### Wanted Poster Grading Checklist

Item	Score	Notes
<b>FRONT BALANCE</b>		
Font color change (obvious)	1	
Border (included and appropriate)	3	
Appropriate font (not cursive)	3	
No large spaces between heading, photo and body	3	
<b>READING</b>		
Center and Capitalize first letters, or ALL letters--font size noticeably larger than body font size	1	
<b>PHOTO</b>		
Center and Size correctly	3	
<b>BODY</b>		
Font---Capital and small letters (not cursive)	3	
Name (at least 2 words showing LAST first initial)	3	
Occupation---authentic to 1800's	3	
Crime---authentic---State (with comma and (state) abbreviation)	3	
What is your known fact? (state) abbreviation	3	
How were you good persons...then	5	

### Holistic Rubric

Rating	Descriptor
5	Exceptional quality research outputs of performance in this field of Research. Evidence of <b>outstanding performance</b> presented by the suite of indicators used for evaluation. The research outputs demonstrate the highest standards of quality and scholarly impact.
4	Very high quality research outputs consistently exceeding world performance in this field of Research. The Unit of Evaluation profile is characterized by evidence of <b>excellent performance</b> presented by the suite of indicators used for evaluation. The research outputs have made several major international contributions.
3	High quality research outputs generally exceeding world performance in this field of Research. The Unit of Evaluation profile is characterized by evidence of <b>above world performance</b> presented by the suite of indicators used for evaluation.
2	Research outputs commensurate with world performance in this field of Research. The Unit of Evaluation profile is characterized by evidence of <b>world performance</b> presented by the suite of indicators used for evaluation.
1	Research outputs below world performance in this field of Research. The Unit of Evaluation profile is characterized by evidence of <b>below world performance</b> presented by the suite of indicators used for evaluation.

### Analytic Rubric

Describe here the task or performance that the rubric is designed to measure	Performance Level			
	1	2	3	4
Identify Objective of Performance	Identification of identifiable performance objectives reflecting a beginning level of performance	Development of identifiable performance objectives reflecting a developing level of performance	Identification of identifiable performance objectives reflecting a competent level of performance	Development of identifiable performance objectives reflecting an expert level of performance
Understand Objective of Performance	Identification of identifiable performance objectives reflecting a beginning level of performance	Development of identifiable performance objectives reflecting a developing level of performance	Identification of identifiable performance objectives reflecting a competent level of performance	Development of identifiable performance objectives reflecting an expert level of performance
Apply Objective of Performance	Identification of identifiable performance objectives reflecting a beginning level of performance	Development of identifiable performance objectives reflecting a developing level of performance	Identification of identifiable performance objectives reflecting a competent level of performance	Development of identifiable performance objectives reflecting an expert level of performance
Evaluate Objective of Performance	Identification of identifiable performance objectives reflecting a beginning level of performance	Development of identifiable performance objectives reflecting a developing level of performance	Identification of identifiable performance objectives reflecting a competent level of performance	Development of identifiable performance objectives reflecting an expert level of performance

### Rating Scale

Teacher: Please fill in information will be appropriate ways to assess

Student below. The student's responses to help us

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

For the student above, rate the following behaviors on a scale from 1 to 5. A score of 1 indicates that no help is needed in this area and a score of 5 indicates the student needs a great deal of help in this area.

	1	2	3	4	5
Listens to directions					
Follows directions					
I has necessary materials ready for assignment					
Begins work right away					
Works quietly without talking					
Total:					


Comments: \_\_\_\_\_

### 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 20 <sup>th</sup> 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

	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
Explanation of the transition from the late 19th to early 20th century	Information given	Inaccurate explanation	Accurate explanation but lacking supporting details	Accurate explanation supported by accurate details
Identification/Explanation of intended consequence(s)	No unintended consequences stated	Unplausible consequences 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 / Organization	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
<b>Grade</b>	<b>Revise &amp; Resubmit</b> 0-9 marks		<b>Pass</b> 10-14 marks (with none @ "Not Evident")	<b>Pass Advanced</b> 15-18 marks (with none @ "Developing" or "Not Evident" level)

### 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

The Agronomist's Task			
	Needs Improvement (0 points)	Good (1 point)	Expert (2 points)
<b>Decorative cover page</b>	No cover page included	Cover page included but not decorative	Very creative cover page
<b>Hypothesis</b>	Hypothesis is not clear	Hypothesis includes an "If...then..." statement	Hypothesis is very clear and very well written
<b>Independent Variable</b>	No independent variable	One independent variable is identified	More than one independent variable is identified
<b>Dependent Variable</b>	Dependent variable is incorrectly identified	One dependent variable is identified	More than one dependent variable is identified
<b>Quality of Experimental Design</b>	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
<b>Quality of Writing</b>	6 or more grammatical or mechanical mistakes are made	1-5 grammatical or mechanical mistake is made	No grammatical or mechanical mistakes are made
<b>Template</b>	Does not use template	Uses template	Uses template completely
<b>SCORE</b>	<b>0 - 6</b>	<b>7 - 10</b>	<b>11 - 14</b>

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(6) Student Directions / Prompt	The task prompt is clear, developmentally appropriate, and is aligned to criterion being assessed (validity). The task is free of biased language, stereotypes, and/or sensitive, offensive, or inappropriate topics.	The LAA is age-appropriate and has a prompt that is both valid and reliable.	3 2 1	
(7) Accessibility	The performance assessment accommodates the participation of all students. It allows students to access the assessment through multiple entry points, while providing diverse ways of responding to the task to support accessibility. Directions for teachers for a given PBA can define appropriate, allowable supports or alternatives to facilitate accessibility while maintaining the validity and reliability of the PBA.	The LAA accommodates the participation of all students, including students with special learning or language needs.	3 2 1	
(8) Feasibility	<p>Formats of PBAs may vary based on features such as:</p> <ul style="list-style-type: none"> <li>Duration (e.g., a few minutes, a class period, multiple days, or weeks)</li> <li>Number of intended learning outcomes to be demonstrated</li> <li>Degree of student choice in process and/or response format</li> <li>Degree of expected teacher direction or support during completion</li> </ul> <p>PBAs may take the form of constructed-response items, stand-alone assessments, curriculum-embedded assessments, or extended projects. Regardless of the form, PBAs must be feasible to implement with respect to time, materials, and space available.</p>		3 2 1	

**The Long Reach of Historical Decisions Essay**  
Teacher Information

**The Performance Task**

The student will interpret ideas and events from different historical perspectives, especially term costs and benefits of the rise of productivity in early 20<sup>th</sup> century as we view them contemporary life in the US.

**Targeted Standards / Intended Learning Outcomes**

**Skills\***

**USH.1** The student will demonstrate skills for historical thinking, geographical and decision making, and responsible citizenship by:

- analyzing and interpreting artifacts and primary and secondary sources events in United States history;
- analyzing and interpreting geographic information to determine pattern United States history;
- interpreting charts, graphs, and pictures to determine characteristics of events in United States history;
- using evidence to draw conclusions and make generalizations;
- comparing and contrasting historical, cultural, and political events in United States history;
- determining relationships with multiple causes and effects in United States history;
- explaining connections across time and place;
- using a decision-making model to identify events, issues, and consequences;
- identifying the rights and responsibilities of citizenship, including intellectual property, and
- investigating and researching to develop products orally and in writing.

**Turmoil and Change: 1890s to 1945**

**USH.2** The student will use social science skills to understand the social changes of the early twentieth century by:

- explaining how developments in factory and labor productivity, the use of the automobile, communication, and rural electrification changed the standard of living;
- describing the social and economic changes that took place, including the Great Migration north and west;
- examining art, literature, and music from the 1920s and 1930s; Hughes, Duke Ellington, Georgia O'Keeffe, and the Harlem Renaissance;
- analyzing the causes of the Great Depression, its impact on the economy, and the New Deal.

\* US History II SOL Strands include: Skills: Geography; Reconstruction: 1865 to 1877; Rise of Modern America: 1877 to the Early 1900s; Turmoil and Change: 1890s to 1945; The United States in the World: 1945 to the Present. The Unit are no SOL Reporting Categories for US History since the 2015 revision of the standards.

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**The Long Reach of Historical Decisions Essay**  
Student Prompt

In the United States, the early 20<sup>th</sup> 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, however, turned out to have unintended consequences that have not been good.

**First**, identify one example of such a change, and explain why it would be 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 21<sup>st</sup> century citizen, identify one or two unintended consequences of this change in the present day. Be sure to identify contributing factors to these consequences along the way. (As an example, we discussed the interstate highway system in class and the current problems of congestion and gridlock.)

**Finally**, make a case for whether the change from the early 20<sup>th</sup> century has 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 clear to your reader. Use the response template to guide you.

**Valid = Aligned to ILOs**  
**Reliable = Clear (reduces likelihood of error)**

**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 are to prepare a written proposal for your supervisor to review.

**AUDIENCE** Your proposal is for your supervisor to review.

**RESPONSE FORMAT** 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 use scientific terms where appropriate for conveying your ideas. You should complete each section of the template.

### 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.

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(7) Accessibility	The performance assessment accommodates the participation of all students. It allows students to access the assessment through multiple entry points, while providing diverse ways of responding to the task to support accessibility. Directions for teachers for a given PBA can define appropriate, allowable supports or alternatives to facilitate accessibility while maintaining the validity and reliability of the PBA.	The LAA accommodates the participation of all students, including students with special learning or language needs.	3 2 1	
(8) Feasibility	<p>Formats of PBAs may vary based on features such as:</p> <ul style="list-style-type: none"> <li>• Duration (e.g., a few minutes, a class period, multiple days, or weeks)</li> <li>• Number of intended learning outcomes to be demonstrated</li> <li>• Degree of student choice in process and/or response format</li> <li>• Degree of expected teacher direction or support during completion</li> </ul> <p>PBAs may take the form of constructed-response items, stand-alone assessments, curriculum-embedded assessments, or extended projects. Regardless of the form, PBAs must be feasible to implement with respect to time, materials, and space available.</p>		3 2 1	



Considerations Regarding Instruction and Opportunities for Student Learning

Since this PBA is intended to be completed on-demand and individualized (with 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 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 students' 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.

...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

**Instructional Notes**

1. This PBA is anchored in a unit of instruction on the early 20<sup>th</sup>-century rise in productivity in the U.S. (SOL USII.6a).
2. The expository essay format should *not* be new to students. This PBA is intended to be either the second or third historical essay that students write in the course (assuming the use of informal and formal writing opportunities) and should parallel expository writing instruction in Grade 7 English.
3. Preceding instruction should establish the foundational content knowledge (e.g., rise in factory productivity) needed to respond to the question, and the rise and subsequent history of the automobile in the U.S. should be modeled as an in-class example and opportunity for students' guided practice in the historical reasoning.
4. Student research is *not* an intended learning outcome for this PBA, but it could be modified to include research and citation skills.

**PBA Administration Notes**

1. Depending on the level of the students and the content and depth of prior instruction, this PBA may take two or more hours to complete, which may occur over multiple days.
2. Depending on the availability of resources and other possible intended learning outcomes, computers may be used for writing.
3. Students' understanding of the prompt should be scaffolded by the teacher so that the purpose and structure are clear to them.
4. Accommodations for students with identified learning, language, or other needs should be made, ensuring that the following essential understandings and skills are demonstrated: (a) accuracy of historical facts and (b) ability to draw and defend one or more inferences about possible positive or negative long-term effects of historical events.

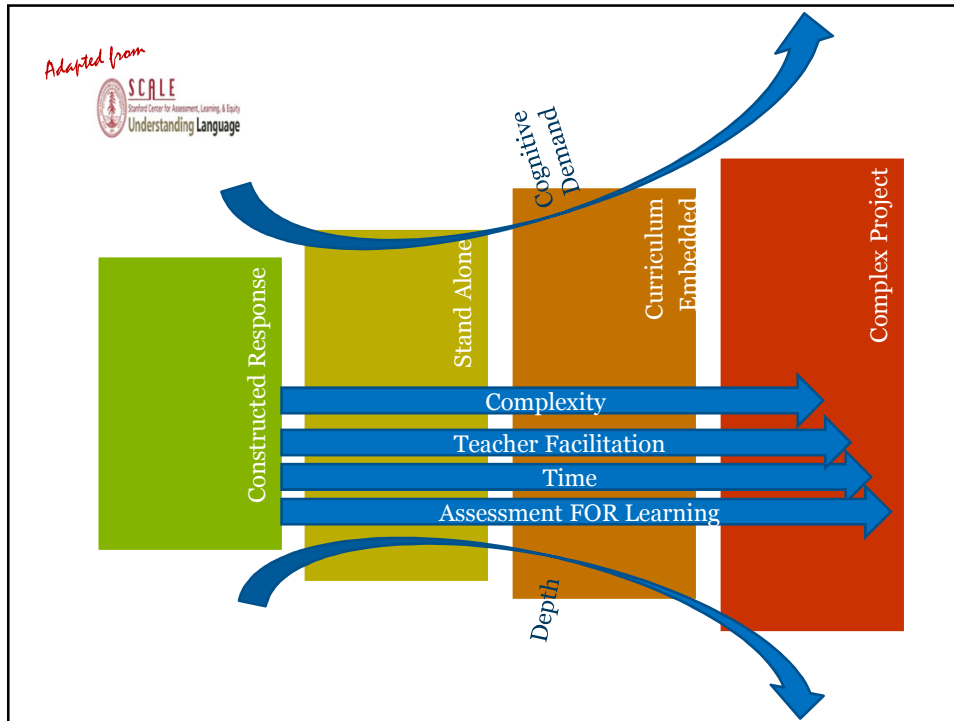


What's the trouble with choice?

## 2 Ways to Offer Choice

1. Give a choice of comparable scenarios, roles, or audiences.
2. Give a choice of comparable response formats—but only if the response format itself is not an ILO.

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(9) Instruction	PBAs necessitate instructional approaches in the classroom and learning experiences for students that lead to students' deeper conceptual understandings and mastery of subject-specific skills.	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.	3 2 1	
(10) Teacher Materials / Substantiation	PBAs provide accurate, complete information and clear directions to teachers to help ensure some fidelity of administration and use. PBAs may be substantiated by: <ul style="list-style-type: none"> <li>a copy of the PBA itself,</li> <li>an assessment blueprint,</li> <li>a scoring protocol, sample responses,</li> <li>and/or training materials for teachers.</li> </ul> <p>To strengthen the potential validity and reliability of PBAs, they should be designed and developed using steps before (e.g., template, table of specifications), during (e.g., teacher directions for administration of the PBA), and after use (e.g., inter-rater reliability check).</p>	The design, development, administration, substantiation, and use of LAAs should emphasize collaborative effort among teachers and administrators.	3 2 1	

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

**Any Subject**

- Project-based learning

**Science**

- Inquiry teaching

**English Language Arts**

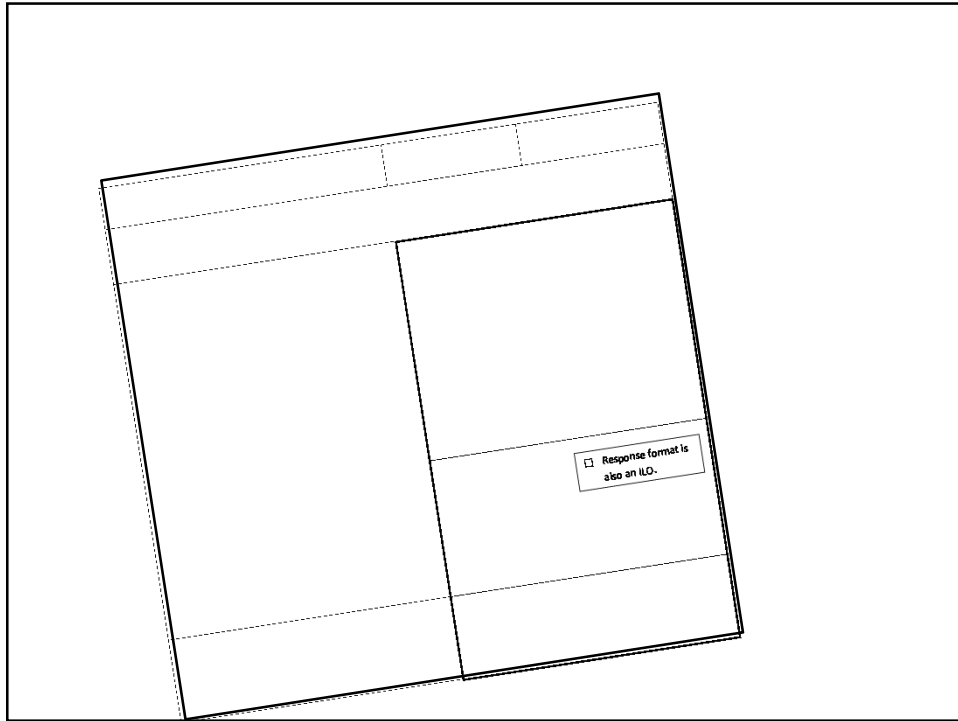
- Readers’ workshop
- Writers’ workshop

**History/Social Studies**

- Socratic discussions
- Jurisprudential inquiry
- Simulations
- Cooperative learning

*What are the instructional implications of using PBAs in the classroom?*

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VDOE Quality Criteria <i>No-Fluff Version</i>	
Criteria	Student-Perspective Criteria
Intended Learning Outcomes	No fluff. Make sure it matters.
Cognitive Demand	Make me think. Get me to show what I know, how I know it, and what I can do with it.
Authenticity	Keep it <i>real</i> ...and <i>interesting</i> would be nice, too.
Performance, Product, & Verbal Reasoning	Make me show...and tell.
Student Directions & Choice	I'm a kid: Guide me, but don't crowd me...and let me have some say in what I'm doing.
Success Criteria	Judge me fairly...and help me get better at doing things.
Accessibility	Don't leave anybody out.
Feasibility	Dream big and creatively for me, but get your act together so that we can actually do this thing.
Aligned Instruction	Teach me—I mean, <i>really help me learn</i> —what I need to know and need to be able to do so that I can do this thing.
Substantiated Validity & Reliability	Make sure that some well-intentioned but ill-informed fellow citizen doesn't derail the cool and important things you're doing as my teacher.

