

# Sample Performance Assessment

**Content Area:** Reading, Writing & Communicating

**Grade Level:** Second (2)

**Instructional Unit Sample:** Our World

**Colorado Academic Standard(s):** RWC10-GR.2-S.1-GLE.1; RWC10-GR.2-S.2-GLE.1; RWC10-GR.2-S.2-GLE.2; RWC10-GR.2-S.3-GLE.1; RWC10-GR.2-S.3-GLE.2; RWC10-GR.2-S.3-GLE.3; RWC10-GR.2-S.4-GLE.1; RWC10-GR.2-S.4-GLE.2

**Concepts and skills students' master:**

- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently (RWC10-GR.2-S.2-GLE.2-EO.b.ii)
- Write informative/explanatory texts in which they introduce a topic, use acts and definitions to develop points and provide a concluding statement or section (RWC10-GR.2-S.3-GLE2.EO.a)
- Identify a variety of resources and the information they might contain (dictionary, trade book, library databases, Internet web page) (RWC10-GR.2-S.4-GLE.1-EO.a)
- Identify a specific question and gather information for purposeful investigation and inquiry (RWC10-GR.2-S.4-GLE.1-EO.b)
- Use text features to locate, interpret, and use information (table of contents, illustrations, diagrams, headings, bold type) (RWC10-GR.2-S.4-GLE.1-EO.c)
- Use a variety of multimedia sources to answer questions of interest (RWC10-GR.2-S.4-GLE.1-EO.d)
- Recall information from experiences or gather information from provided sources to answer a question (RWC10-GR.2-S.4-GLE.1-EO.e)

## Unit Description

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In this 4-6 week unit, [Our World](#), students will study an innovator or invention of their choice. Through this process, students will read and analyze informational texts, including primary source documents such as inventors' notebooks, to develop reading skills and to build knowledge on the topic of innovators and innovations. After reading and writing about innovators, students will produce an innovator's notebook in which they explain their own innovation in an informational text which includes diagrams, drawings, and written text.

## Performance Assessment Description

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After reading and researching the world of innovation and innovators, students will write an innovator's notebook about their own innovation/invention and then present that information to peers, parents, and community. Their notebooks should include an introduction that tells what their invention is and why we need it; then pages with diagrams, drawings, pictures and other visuals as well as the words they write. Their innovator's notebook should also include a table of contents, glossaries, bold print, and maybe headings for different sections of the book. Finally, the students may present their innovator's notebook and innovation at an Innovation Fair.



## RUBRIC: OUR WORLD

	Above Mastery	Mastery of Grade Level Standards	Approaching Mastery	Novice	
Scoring Criteria	4	3	2	1	Weight
<b>Introduction</b>	Elaborated details describe the innovation and clear support is evident in why the invention is needed.	Describes the innovation and details support why the invention is needed.	Limited description of the innovation and why the invention is needed. Or missing one of the elements.	No introduction present.	1
<b>Visual Text (graphics)</b>	Includes a variety of well-used visual text.	Includes 5 examples of visual text: <ul style="list-style-type: none"> <li>➤ Diagrams</li> <li>➤ Drawings</li> <li>➤ Images</li> <li>➤ Captions</li> <li>➤ Labels</li> </ul>	Use of visual text is limited to few examples	Visual text is missing	2
<b>Content of Innovators notebook</b>	Includes multiple sources of evidence to support the reason the invention is needed. Invention is thoroughly described and explained.	Includes a reason invention is needed. Invention is described and explained through words and pictures.	Includes a reason invention is needed. Description of invention is minimal.	One or both elements are missing.	2
<b>Organization of Innovator's notebook</b>	Organization is exemplary. Non-fiction text features enhance understanding and are visually attractive.	Information is logically organized and includes non-fiction text features: <ul style="list-style-type: none"> <li>➤ Bold print</li> <li>➤ Headings for sections</li> <li>➤ Table of Contents</li> <li>➤ Glossary</li> </ul>	Organization is attempted. Some non-fiction text features may be missing.	Lack of organization and/or non-fiction text features.	2
<b>Conventions</b>	Writing utilizes higher level convention skills: technical vocabulary, complex/compound sentences	Writing demonstrates a command of grade level conventions utilizing correct capitalization, punctuation, and spelling.	Inconsistent command of grade level conventions sometimes interferes with meaning of text.	Lack of command of grade level conventions interferes with meaning of text.	1



<b>Presentation</b>	Through oral presentation, uses content-specific and academic vocabulary to elaborate on a topic, appropriate to a grade-level audience.	Through oral presentation, uses content-specific and academic vocabulary to present information to an audience.	Through oral presentation, uses content-specific to provide limited information to an audience.	Uses basic vocabulary to provide information to audience	2
				<b>TOTAL</b>	10



## Performance Assessment Development Template

Who is developing this performance assessment?	
<b>Name:</b> Colorado Content Collaborative in Reading, Writing, and Communicating	<b>Position/Affiliation:</b> Colorado Content Collaborative in Reading, Writing, and Communicating

I. CONTENT STANDARDS	
<b>Content Area: Reading, Writing, and Communicating</b>	
<b>Colorado Academic Standards</b> Specify the Colorado Academic Standard(s) that will be evaluated by the performance tasks. <a href="#">Colorado Academic Standards Online</a> (hold CTRL and click to visit the website)	RWC10-GR.2-S.1-GLE.1 RWC10-GR.2-S.2-GLE.1 RWC10-GR.2-S.2-GLE.2 RWC10-GR.2-S.3-GLE.1 RWC10-GR.2-S.3-GLE.2 RWC10-GR.2-S.3-GLE.3 RWC10-GR.2-S.4-GLE.1 RWC10-GR.2-S.4-GLE.2
<b>Grade Level(s):</b>	<b>2</b>
<b>Indicate the intended Depth of Knowledge (DOK) for this performance assessment.</b>	<input type="checkbox"/> DOK 1 <input type="checkbox"/> DOK 2 <input checked="" type="checkbox"/> DOK 3 <input type="checkbox"/> DOK 4
<b>What are some real-world situations that relate to the content standards above? Some examples are included in the Colorado standards under "Relevance and Application."</b>	<ul style="list-style-type: none"> <li>➤ Good listeners make new discoveries by using their own knowledge along with information they hear from others.</li> <li>➤ Reading helps people understand themselves and make connections to the world.</li> <li>➤ Readers gather information from multiple sources. Comparing what they know to what they want to learn helps construct new meaning.</li> <li>➤ Writers plan and organize information with their audience and purpose in mind</li> </ul>
<b>Summary.</b> Provide a brief summary describing the task in the boxes below.	
<b>Performance Task Name</b>	<b>Brief Description of the Task</b>
<b>Innovator's Notebook</b>	After reading and researching the world of innovation and innovators, students will write an innovator's notebook about their own innovation/invention and then present that information to peers, parents, and community. Their notebooks should include an introduction that tells what their invention is and why we need it; then pages with diagrams, drawings, pictures and other visuals as well as the words they write. Their innovator's notebook should also include a table of contents, glossaries, bold print, and maybe headings for different sections of the book. Finally, the students may present their innovator's notebook and innovation at an Innovation Fair.



<b>II. Claims, Skills, Knowledge &amp; Evidence</b>	
<b>Claims.</b> <i>What claim(s) do you wish to make about the student? In other words, what inferences do you wish to make about what a student knows or can do? Define any key concepts in these claims.</i>	<b>Successful completion of this task would indicate...</b> <ul style="list-style-type: none"> <li>➤ The student is able to gather, analyze, and organize multiple information sources to create a product.</li> <li>➤ The student is able to apply a concept in a new context.</li> </ul>
<b>Skills.</b> <i>Refer to the standard(s), grade level, and DOK levels you listed in Section I. Given this information, what skills should be assessed? All skills should align with the above claims.</i>	<b>Student should be able to...</b> <ul style="list-style-type: none"> <li>➤ Organize, specify, explain, and show relationships utilizing non-fiction text features.</li> <li>➤ Obtain, interpret, and utilize information from multiple sources</li> </ul>
<b>Knowledge.</b> <i>Refer to the standard(s), grade level, and DOK level you listed in Section I. Given this information, what knowledge/concepts should be assessed? All knowledge should align with the above claims.</i>	<b>Student should know/understand...</b> <ul style="list-style-type: none"> <li>➤ Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently (RWC10-GR.2-S.2-GLE.2-EO.b.ii)</li> <li>➤ Write informative/explanatory texts in which they introduce a topic, use acts and definitions to develop points and provide a concluding statement or section (RWC10-GR.2-S.3-GLE2.EO.a)</li> <li>➤ Identify a variety of resources and the information they might contain (dictionary, trade book, library databases, Internet web page) (RWC10-GR.2-S.4-GLE.1-EO.a)</li> <li>➤ Identify a specific question and gather information for purposeful investigation and inquiry (RWC10-GR.2-S.4-GLE.1-EO.b)</li> <li>➤ Use text features to locate, interpret, and use information (table of contents, illustrations, diagrams, headings, bold type) (RWC10-GR.2-S.4-GLE.1-EO.c)</li> <li>➤ Use a variety of multimedia sources to answer questions of interest (RWC10-GR.2-S.4-GLE.1-EO.d)</li> <li>➤ Recall information from experiences or gather information from provided sources to answer a question (RWC10-GR.2-S.4-GLE.1-EO.e)</li> </ul>
<b>Evidence.</b> <i>What can the student do/produce to show evidence of the above knowledge and skills?</i>	<b>Student will show evidence of skills and knowledge by...</b> <ul style="list-style-type: none"> <li>➤ Creating an innovator’s notebook using multiple sources that utilizes a variety non-fiction text features</li> </ul>



### III.A. PERFORMANCE TASKS: Instructions to the Student

***Think about the performance assessment process from a student’s perspective. What instructions does the student need? Make sure the instructions are fair and unbiased. Instructions should be detailed, clear, and written at the appropriate grade level.***

***Give the student an overview of the performance assessment (i.e., purpose of the assessment, tasks the student will need to complete, etc.).***

Imagine that you are a famous innovator. You get to write a book about innovation you have created and share your knowledge with the world.

1. You will make an innovator’s notebook about the invention you are going to suggest should be made. You’ll want to include a reason why we need your invention.
2. You will explain your invention with words and pictures. Remember, informational books have a table of contents, glossaries, bold print, and maybe headings for different sections of the book.
3. You will get to present your innovator’s notebook at the “Innovators of the World Fair.”

***Stimulus Material. Describe what stimulus material the student will receive. For example, the stimulus might be a story or scenario that the student reads, analyzes, and to which the student provides a response.***

Before there was an airplane, there were doodles of cool flying machines. And before there was a submarine, there were doodles of magical underwater sea explorers. Since the beginning of time, ideas big and small, practical and playful, have started out as doodles. And we’re ready for more! (Google)

So imagine that you are a famous innovator. You get to write a book about innovation you have created and share your knowledge with the world. First, you will make an innovator’s notebook about the invention you are going to suggest should be made. You’ll want to include a reason why we need your invention. Then you are going to explain your invention with words and pictures. Remember, informational books have a table of contents, glossaries, bold print, and maybe headings for different sections of the book. At the end of the unit, you will get to present your innovator’s notebook at the “Innovators of the World Fair.”

**Role:** An Innovator

**Audience:** Classmates / other “innovators” / parents and community

**Format:** An innovator’s notebook

**Topic:** Your invention

***Explain to the student what documents/materials they have for the performance assessment. Explain what the student should do with those documents/materials.***

You will have a variety of informational texts and primary source documents to read to develop knowledge about innovators and innovations. You will analyze information including diagrams, drawings and text to assist in creating your own innovation notebook that will include an individual invention. You will use the rubric to guide your work.



**Describe in detail any safety equipment that is required. Is safety equipment provided onsite, or are students expected to bring their own safety equipment?**

No safety equipment is required.

**Explain what students need to do when they complete each task (e.g., submit work to the educator, move on to the next task, etc.).**

When completed, you will present your innovation to the audience and then give your innovator notebook to your teacher.

**Provide any other relevant information for the students' instructions.**

N/A

### III.B. PERFORMANCE TASKS: Instructions to the Educator

**Think about the performance assessment process from an educator's perspective. What instructions do educators need? Instructions to the educator should be clear and concise.**

#### Before the Performance Assessment is Administered

**How should the educator prepare the site where the performance assessment will be administered? Be as specific as possible.**

At the start of the unit the teacher should schedule a location for the Innovators of the World Fair and notify parents and community members to save the date to attend the fair.

Work in collaboration with school librarian to collect a variety of fiction and non-fiction print materials/digital sources for students to access.

Make copies of the rubric for students.

**What materials should be provided to students? Be as specific as possible.**

Rubric for students

Note-taking materials (matched to school's writing process/curriculum)

Variety of fiction and non-fiction print materials/digital resources

Innovator's notebook materials:

- Cover
- Paper
- Pencils
- Markers
- Glue

Printing capabilities for internet images



***What materials should the student bring to the performance assessment session? Be as specific as possible.***

Pencil  
Notes taken on innovation  
Rubric

***What materials should not be available to the student during the performance assessment session (e.g., cell phones, calculators, etc.)?***

N/A

***Should the educator keep track of time? If so, specify how much time the student will have to complete the performance assessment. Explain how the educator should keep track of and record time.***

4-6 week instructional unit. Teacher discretion should be used. Schedule the Innovators of the World Fair within 1 week of project completion.

***Will the educator need to video/audio record the students during the performance assessment session? If so, provide detailed instructions on how to set up the recording equipment.***

N/A

### **During the Performance Assessment Session**

***How should the educator respond to students' questions?***

Teacher should refer students to the rubric that was presented to students at the start of the unit.

The teacher should be available to students for questions and can answer any questions the students have.

***What should the educator do while the student is completing the tasks (e.g., should the educator make notes about the student's process, mark scores on rubrics, etc.)?***

The teacher should monitor student progress toward completion of task and redirect students if necessary.

### **Upon Completion of the Performance Assessment**

***What does the educator need to collect from the student?***

Innovator's notebook





**What information should the educator give the student at the end of the performance assessment session?**

A completed rubric with student final score.

**Who is responsible for cleaning/resetting the workstation (if necessary)—the student or the educator? How should the workstation be cleaned?**

Students will organize working area and resources used. Students will be responsible for cleaning their personal area utilized during the Innovators of the World Fair.

**Other relevant information for the educator's instructions:**

N/A

### III.C. PERFORMANCE TASKS:

#### Other Considerations

**How will students' responses be recorded? Describe how evidence will be collected about each student's performance (e.g., student submits a work product, educator records information about the student's process, etc.)**

Students will submit their Innovator's notebook for scoring and teacher will record student scores on rubric.

**What needs to be built for this performance assessment? Refer to the materials list above. Think about what materials must be created for this performance assessment. Some examples include: worksheets, instruction sheets for the educator, videos, websites, etc.**

- Note taking format
- Collection of mentor texts used in instruction
- Collection of fiction and non-fiction digital and print sources for students to use
- Exemplar innovator's notebook for students to look at
- Materials needed to create innovator's notebook or a pre-made innovator's notebook (teacher discretion)



### III.D. PERFORMANCE TASKS: Accommodations

***What are the requirements for this set of tasks? What accommodations might be needed? List all accommodations that might apply (e.g., accommodations for language, timing, setting, etc.).***

- Accommodations determined according to individual student need.
- Possible accommodations include:
- Books on tape
- Scribe
- Cloze paragraph structure
- Images, graphics, diagrams made available to students
- Extended time

### IV. EDUCATOR INFORMATION

***What are the requirements to be an educator for this performance assessment? What are the knowledge and skills an educator must possess in order to successfully administer and score this performance assessment. Please provide your recommendations below.***

Highly-qualified in content area



### **Performance Assessment Development Process**

The work of the Colorado Content Collaboratives is intended to support effective instructional practice by providing high quality examples of assessment and how assessment information is used to promote student learning.

The new Colorado Academic Standards require students to apply content knowledge using extended conceptual thinking and 21st century skills. Performance assessments have the highest capacity to not only measure student mastery of the standards but also provide the most instructionally relevant information to educators. Further, performance assessments can integrate multiple standards within and across content areas, providing educators a comprehensive perspective of student knowledge and giving students the opportunity to demonstrate the degree to which they understand and transfer their knowledge.

*Performance Assessment - An assessment based on observation and judgment. It has two parts: the task and the criteria for judging quality. Students complete a task (give a demonstration or create a product) and it is evaluated by judging the level of quality using a rubric. Examples of demonstrations include playing a musical instrument, carrying out the steps in a scientific experiment, speaking a foreign language, reading aloud with fluency, repairing an engine, or working productively in a group. Examples of products can include writing an essay, producing a work of art, writing a lab report, etc. (Pearson Training Institute, 2011)*

The Content Collaboratives worked closely with the [Center for Educational Testing and Evaluation from the University of Kansas](#) to establish protocols for the development of performance assessments and to use those protocols to develop performance assessments that include scoring rubrics. The Performance Assessment Development Process includes a collection of resources to aid schools and districts that choose to engage in locally developing performance assessments. These resources can be accessed in the CDE Assessment Resource Bank at <http://www.coloradopl.org/node/12765>.

**The Performance Assessment Development Process** is best utilized when intending to create an assessment for culminating assessment purposes such as a unit, end of course, end of semester, or end of year summative assessment. Additionally, a district, BOCES, or school may wish to create a common performance assessment that can be used across multiple classrooms. Engaging in the Performance Assessment Development Process serves as evidence that an educator is participating in valuable assessment work that aligns to the Colorado Academic Standards, district curriculum, and district goals.

The performance assessments developed by the Content Collaboratives serve as high-quality examples of performance assessments that can be used for a variety of purposes. Scores from these performance assessments are used at the discretion of the district or school.

