

Sample Performance Assessment

Content Area: Reading, Writing & Communicating

Grade Level: Nine (9)

Instructional Unit Sample: Uncovering Context

Colorado Academic Standard(s): RWC10-GR.9-S.1-GLE.1, RWC10-GR.9-S.1-GLE.2, RWC10-GR.9-S.2-GLE.1, RWC10-GR.9-S.2-GLE.2, RWC10-GR.9-S.3-GLE.1, RWC10-GR.9-S.3-GLE.2, RWC10-GR.9-S.3-GLE.3, RWC10-GR.9-S.4-GLE.1, RWC10-GR.9-S.4-GLE.2

Concepts and skills students' master:

- Determine an author's point of view and purpose, drawing upon specific evidence as support. (RWC10-GR.9-S.2-GLE.2-EO.a) and (RWC10-GR.9-S.2-GLE.2-EO.h.i)
- Evaluate an author's selection and use of information; determine which pieces of information are most important for comprehending a text. (RWC10-GR.9-S.2-GLE.2-EO.a) and (RWC10-GR.9-S.2-GLE.2-EO.h) and (RWC10-GR.9-S.4-GLE.1-EO.c)
- Analyze how authors use rhetorical appeals (emotional, logical, and ethical) to advance their points of view and accomplish their purpose. (RWC10-GR.9-S.2-GLE.2-EO.i) and (RWC10-GR.9-S.3-GLE.2-EO.a.vii)
- Identify modes in texts, and critique authors' choice of these modes to convey their point of view or message. (RWC10-GR.9-S.2-GLE.2-EO.f)
- Prior to writing, carefully analyze the context of communication; use that analysis to support genre selection (RWC10-GR.9-S.2-GLE.1-EO.e) and (RWC10-GR.9-S.3-GLE.2-EO.a.iv) and (RWC10-GR.9-S.3-GLE.3-EO.b.c).
- Select the more important evidence, considering specific criteria and the context of the communication (RWC10-GR.9-S.4-GLE.1-EO.c)
- Develop and incorporate effective appeals that best address the needs of the intended audience and clearly communicate your point of view. (RWC10-GR.9-S.3-GLE.2-EO.a.vii) and (RWC10-GR.9-S.3-GLE.3-EO.b)
- Establish an appropriate style, voice, and tone, based upon the conventions of the genre selected (RWC10-GR.9-S.3-GLE.2-EO.a.viii) and (RWC10-GR.9-S.3-GLE.3-EO.c)
- Select and use appropriate vocabulary, sentence structure, and sentence organization to refine the expression of voice and tone (RWC10-GR.9-S.3-GLE.1-EO.c)
- Revise ideas and structure in own writing and the writing of others, refining ideas and organization and ensuring that the piece communicates effectively for the given context. (RWC10-GR.9-S.3-GLE.1-EO.e) and (RWC10-GR.9-S.3-GLE.2-EO.a.vi) and (RWC10-GR.9-S.3-GLE.3-EO.b) and (RWC10-GR.9-S.3-GLE.3-EO.c)
- Edit own writing to create credibility as an author and meet the readers' expectations. (RWC10-GR.9-S.3-GLE.1-EO.e) and (RWC10-GR.9-S.3-GLE.3-EO.b) and (RWC10-GR.9-S.3-GLE.3-EO.c)



Unit Description

In this 4-6 week unit, [Uncovering Context](#), students will read an extended anchor text (e.g., *To Kill a Mockingbird*) exploring various themes: race, gender, age, etc. As they progress through the unit, students will read a variety of texts on the issues raised. The non-fiction/informational texts range from news reports, research, and infographics to opinion pieces, murals and art work, poems, and short stories. Students will analyze this rich variety of texts so they can understand that writers use different modes, genres, and techniques to express their perspectives on given issues. Class discussions will allow students to explore how different contexts impact our perspectives and how we write about issues or themes in the world around us. The unit will culminate with students writing a multi-genre text expressing their own perspective on an issue of inequity relevant to them.

Performance Assessment Description

Students will create a multi-genre text that expresses their perspective on a theme of inequity they have studied through the unit. Teachers may help guide student choice in the multi-genre pieces that come together to form the whole. Students will have their choice of the various genres: poetry, informational text, infographic, visual representation, personal narrative, argument. In addition, teachers may want to secure a place to post student work in the school and community.

RUBRIC: UNCOVERING CONTEXT

	Above Mastery	Mastery of Grade Level Standards	Approaching Mastery	Novice	
Scoring Criteria	4	3	2	1	Weight
Title	Original, illustrative, surprising, piques a reader's interest, may be something mysterious about it	Serviceable and clear, good	Simply names the topic	No Title	1
Introduction/Preface/Dear Reader	Piques reader's interest and provides pertinent information, sets reader up well for reading what is ahead, something magical, provocative, or moving about it. Maybe unconventional in being comprised of two or three pieces.	Informative, perhaps no-nonsense, not too brief or too long	Provides little substantive information, doesn't compel reader to read on, may be overlong or too brief	Missing	1
Unifying Element(s)/Repetend	Connections between pieces are easily recognized, surprising, creative, moving	Unifying element present, effective	Unifying element present but not particularly effective or memorable	Missing	1
Visage (Visual Elements)	Appealing to the eyes: Spacing, type size, readability of font make the reader speed along, concentrating on making meaning. Contains strong visual element(s) that accomplishes something that words alone cannot.	Not at all physically hard to read. Visual element(s) add meaning.	Not physically hard to read. Visual element(s) may not be particularly vivid or something that words alone cannot.	Some print may be hard to read. Visual element more like a frill, maybe simply downloaded, copied, or pasted in, no meaningful payoff. Writer seems to have paid little attention to the reader's physical experience with reading the paper. Little or nothing appealing. May be, in fact, difficult to read in parts. Visual element(s) may be missing.	1



Copy Editing	Perfect. No errors except purposeful ones.	Contains few errors in grammar, punctuation, spelling, typography	Contains more than a few errors but meaning not seriously affected	Contains enough errors to the point of distraction, writer, perhaps, has not proofread well or does not have knowledge of grammar, usage, and spelling.	1
Poetry in contemporary free verse style	Contains sensory images, specific detail, attention to line length, space between lines, syntax not choppy or fragmented. Will read perfectly grammatical, complete sentences, titled, precise word choice.	May lack some elements of Above Mastery that would have made the poem stellar.	Few images. Choppy or fragmented syntax.	Little or no imagery, little attention to the other poetic elements, word choice imprecise, wordy	1
Expository piece	The emphasis is on logic/explanation/persuasion/interpretation/analysis, not narrative or description. Vivid, interesting information. Adds insight and depth to multi-genre paper, is well written with active verbs, specificity, and few wasted words.	Informative and is clearly expository writing.	Clearly expository writing, though information not vital to effect of paper. Writing could be tightened and sharpened.	Writer does not have clear understanding of expository writing.	1
Prose poem	Short block of type, a paragraph or two, sensory images present, a situation rather than a plot, no attention paid to line length. Fresh, intense language.	Short block of type, a paragraph or two. Language not particularly intense or sensory.	Written in generalities, little that is specific or imagistic	Absent	1
Flash Fiction/Flash Nonfiction/Startling or Pointed Narrative Vignette	A narrative (story), may contain characters, tension. Auditory effects may be enhanced. Some mystery or surprise. Often there is unease present at the end, a sweetly ambiguous or implicit end. Clear, effective, even moving payoff.	Interesting though writer might tell too much and show too little. Clear payoff.	Too brief, not developed or carried through. Payoff absent or ineffective.	Missing	1



Final Piece/Genre	The last piece adds a final, resounding note to the multigenre piece. It leaves the reader with a deep understanding or feeling that appeals both emotionally and intellectually. It might solve a mystery woven through the mgp. It lifts the reader, it lingers.	The last piece is functional, let's reader know clearly that the mgp is complete.	The last piece is over-long or unrewarding or anticlimactic	Absent	1
Works Cited	Complete (10-15 sources), a range of research is represented (books, articles, book reviews, websites, primary sources), sources listed in a consistent bibliographic style.	Range of sources not a deep and complete as would warrant a 10.	Brief (under five sources), perhaps bibliographic style inconsistent. Indicates minimal research.	Indicates that research has not played significant part in the mgp or that research has simply been plopped into the paper or attached.	1
Note Page	Each genre/piece that needs a note, has one. Within the text, a parenthetical reference indicates that there is a note page entry about the genre. Notes are vital to understanding a dimension of the paper you wouldn't otherwise know. Notes contain surprising, informative information on research and/or the process of creation. There is a surprising, fulfilling quality to the notes	Notes are informative and thorough. Parenthetical references appear in text.	Notes are largely perfunctory, adding little pertinent information and hurting the overall effect of the paper.	Notes that are needed are not provided.	1
				TOTAL	12



Performance Assessment Development Template

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

I. CONTENT STANDARDS	
Content Area: Reading, Writing, and Communicating	
(1a.) Colorado Academic Standards Specify the Colorado Academic Standard(s) that will be evaluated by the performance tasks. Colorado Academic Standards Online (hold CTRL and click to visit the website)	RWC10-GR.9-S.1-GLE.1 RWC10-GR.9-S.1-GLE.2 RWC10-GR.9-S.2-GLE.1 RWC10-GR.9-S.2-GLE.2 RWC10-GR.9-S.3-GLE.1 RWC10-GR.9-S.3-GLE.2 RWC10-GR.9-S.3-GLE.3 RWC10-GR.9-S.4-GLE.1 RWC10-GR.9-S.4-GLE.2
(1a.) Grade Level(s)	9
(1a.) Indicate the intended Depth of Knowledge (DOK) for this performance assessment.	<input type="checkbox"/> DOK 1 <input type="checkbox"/> DOK 2 <input type="checkbox"/> DOK 3 <input checked="" type="checkbox"/> DOK 4
(4a.) 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."	<ul style="list-style-type: none"> ➤ Media technologies offer opportunities for viewing presentations on a variety of topics and observing various styles. ➤ Effective communicators understand the necessity for developing presentation with sequential and relevant information for a particular audience. ➤ Reading multiple genres exposes people's thinking beyond their community. ➤ As people prepare to become members of society, they will encounter multiple perspectives that will require judgment and scrutiny. ➤ Readers fluently compare and contrast story elements to build deeper understanding of the ideology or theme of the text. ➤ Writers use descriptive language in their texts to make them more appealing to the reader. ➤ Writers know that revision, editing, comments, and feedback strengthen a text.



Summary. Provide a brief summary describing the task in the boxes below.	
Performance Task Name	Brief Description of the Task
Uncovering Context -- Multi-genre Paper	Students will create a multi-genre text that expresses their perspective on a theme of inequity they have studied through the unit. Teachers may help guide student choice in the multi-genre pieces that come together to form the whole. Students will have their choice of the various genres: poetry, informational text, infographic, visual representation, personal narrative, argument.

II. Claims, Skills, Knowledge & Evidence	
Claims. <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>	Successful completion of this task would indicate: A rich, multigenere paper composed of many genres and subgenres, each piece self-contained, making a point of its own, yet connected by theme or topic and sometimes language, images and content
Skills. <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>	Student should be able to... <ul style="list-style-type: none"> ➤ Determine an author’s point of view and purpose, drawing upon specific evidence as support. (RWC10-GR.9-S.2-GLE.2-EO.a) and (RWC10-GR.9-S.2-GLE.2-EO.h.i) ➤ Evaluate an author’s selection and use of information; determine which pieces of information are most important for comprehending a text. (RWC10-GR.9-S.2-GLE.2-EO.a) and (RWC10-GR.9-S.2-GLE.2-EO.h) and (RWC10-GR.9-S.4-GLE.1-EO.c) ➤ Analyze how authors use rhetorical appeals (emotional, logical, and ethical) to advance their points of view and accomplish their purpose. (RWC10-GR.9-S.2-GLE.2-EO.i) and (RWC10-GR.9-S.3-GLE.2-EO.a.vii) ➤ Identify modes in texts, and critique authors’ choice of these modes to convey their point of view or message. (RWC10-GR.9-S.2-GLE.2-EO.f) ➤ Prior to writing, carefully analyze the context of communication; use that analysis to support genre selection (RWC10-GR.9-S.2-GLE.1-EO.e) and (RWC10-GR.9-S.3-GLE.2-EO.a.iv) and (RWC10-GR.9-S.3-GLE.3-EO.b.c). ➤ Select the more important evidence, considering specific criteria and the context of the communication (RWC10-GR.9-S.4-GLE.1-EO.c) ➤ Develop and incorporate effective appeals that best address the needs of the intended audience and clearly communicate your point of view. (RWC10-GR.9-S.3-GLE.2-EO.a.vii) and



	<p>(RWC10-GR.9-S.3-GLE.3-EO,b)</p> <ul style="list-style-type: none"> ➤ Establish an appropriate style, voice, and tone, based upon the conventions of the genre selected (RWC10-GR.9-S.3-GLE.2-EO.a.viii) and (RWC10-GR.9-S.3-GLE.3-EO.c) ➤ Select and use appropriate vocabulary, sentence structure, and sentence organization to refine the expression of voice and tone (RWC10-GR.9-S.3-GLE.1-EO.c) ➤ Revise ideas and structure in own writing and the writing of others, refining ideas and organization and ensuring that the piece communicates effectively for the given context. (RWC10-GR.9-S.3-GLE.1-EO.e) and (RWC10-GR.9-S.3-GLE.2-EO.a.vi) and (RWC10-GR.9-S.3-GLE.3-EO.b) and (RWC10-GR.9-S.3-GLE.3-EO.c) ➤ Edit own writing to create credibility as an author and meet the readers' expectations. (RWC10-GR.9-S.3-GLE.1-EO.e) and (RWC10-GR.9-S.3-GLE.3-EO.b) and (RWC10-GR.9-S.3-GLE.3-EO.c)
<p>Knowledge. 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.</p>	<p>Student should know/understand...</p> <ul style="list-style-type: none"> ➤ Point of view (RWC10-GR.9-S.2-GLE.2-EO.i) ➤ Strategies for selecting the most relevant evidence to support analysis (RWC10-GR.9-S.2-GLE.2-EO.i) ➤ Considerations for selecting meaningful evidence (e.g., relevance to purpose, course, objectivity, copyright date, cultural and world perspective) (RWC10-GR.9-S.4-GLE.1-EO.c) ➤ Models and characteristics of rhetorical appeals (emotional, logical, and ethical) (RWC10-GR.9-S.3-GLE.2-EO.a.vii) ➤ Definition and aspects of context (purpose, subject, audience, situation) (RWC10-GR.9-S.2-GLE.1-EO.e) and (RWC10-GR.9-S.3-GLE.2-EO.a.vii) and (RWC10-GR.9-S.3-GLE.3-EO.b) ➤ Definition and aspects of mode (expository, narrative, persuasive, descriptive) (RWC10-GR.9-S.2-GLE.2-EO.f) ➤ Definition and aspects of genre (RWC10-GR.9-S.2-GLE.1-EO.e) and (RWC10-GR.9-S.3-GLE.2-EO.a.iv) ➤ The differences between purpose, mode, and genre (RWC10-GR.9-S.2-GLE.1-EO.e) and (RWC10-GR.9-S.2-GLE.2-EO.f.i) and (RWC10-GR.9-S.3-GLE.2-EO.a.iv) ➤ Strategies for revision (e.g., gather feedback from peers and adults; read text aloud; reverse outlining to check for coherence, highlighting different ideas and structures) (RWC10-GR.9-S.3-GLE.2-EO.a.vi) and (RWC10-GR.9-S.3-GLE.3-EO.b)



<p>Evidence. <i>What can the student do/produce to show evidence of the above knowledge and skills?</i></p>	<p>Student will show evidence of skills and knowledge by...</p> <ul style="list-style-type: none"> ➤ Creating a multi-genre paper that presents their views and perspectives on an issue of inequity.
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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.).

In this 4-6 week unit, students will read an extended anchor text (e.g., *To Kill a Mockingbird*) exploring various themes: race, gender, age, etc. As they progress through the unit, students will read a variety of texts on the issues raised. The non-fiction/informational texts range from news reports, research, and infographics to opinion pieces, murals and art work, poems, and short stories. Students will analyze this rich variety of texts so they can understand that writers use different modes, genres, and techniques to express their perspectives on given issues. Class discussions will allow students to explore how different contexts impact our perspectives and how we write about issues or themes in the world around us. The unit will culminate with students writing a multi-genre text expressing their own perspective on an issue of inequity relevant to them.

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.

As a community member, you have been asked to participate in a project asking teenagers to present their views and perspectives on an issue of inequity that they feel is important to address. The project is to raise awareness of others within the community. Your task is to create a multi-genre text in which you include a combination of writing that may include persona experience (memoir, observation, reportage, poetry), textual analysis, argument, infographic, and perhaps a visual representation. As Tom Romano describes it: “A multigenre paper arises from research, experience, and imagination. It is not an uninterrupted, expository monolog nor a seamless narrative nor a collection of poems. A multigenre paper is composed of many genres and subgenres, each piece self-contained, making a point of its own, yet connected by theme or topic and sometimes by language, images and context. In addition to many genres, a multigenre paper may also contain many voices, not just the author’s. The trick is to make such a paper hang together” from Blending Genre, Alternating Style: Writing Multigenre Papers (2000) (x-xi).



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

Rubric

Note taking materials

Access to digital and print sources on chosen topic representing multiple perspectives on an issue of interest

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

N/A

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.).

Read and discuss a variety of texts on an issue of inequity.

Conduct research and cite textual information.

Transfer the information into multiple genres.

Write a multigenre paper that expresses your perspectives on the issue.

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.

During the unit the teacher will use *To Kill a Mockingbird* as an anchor text to communicate the issues of race, gender, economic or other themes. Then teacher will utilize short stories, plays, poetry to model themes embedded and how these multiple modes create the same impact. Then, students will find an anchor text and multiple modes/genres that will support their theme of inequity.



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)

- Paper
- Pencils
- Highlighters

Variety of print materials/digital resources

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

- Pencil
- Notes taken on issue
- 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 unit. Students will read an extended anchor text and a variety of texts on the issues raised. Students will analyze a variety of texts to understand that writers use different modes, genres, and techniques to express their perspectives on given issues. Class discussions will allow students to explore how different contexts impact our perspectives and how we write about issues or themes in the world around us. **Teacher discretion should be used.** Schedule time for research, collaborative work, and construction of multigenre paper.

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?

Collect student notes, data, and citing of sources.
Persuasive multigenre paper.

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

Scored rubric.

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

N/A

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.)

Multigenre paper will be scored using provided 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.

- Students must have a clear understanding of individual genres and their components.
- Note taking format
- Collection of controversial issues
- Collection of digital and print sources for students to use in research

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:

- Texts on tape
- Scribe
- Cloze paragraph structure
- Graphic organizers structured for note taking
- Outline for debate format
- Extended time

IV. EDUCATOR INFORMATION

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

ELA content-area teacher

OR

Evaluator with knowledge of Colorado Academic Standards in Reading, Writing and Communicating



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.

