

Sample Performance Assessment

Content Area: Social Studies

Grade Level: First (1)

Instructional Unit Sample: Change Happens

Colorado Academic Standard(s): SS09-GR.1-S.1-GLE.1 -- Describe patterns and chronological order of events of the recent past.

Concepts and skills students' master: Change, cause and effect, sequence, events, family, past, self, time, different; identify, compare/contrast, communicate, explain, present

Unit Description

This unit, [Change Happens](#), focuses on change as a defining and natural feature of the human experience. Using family as the organizing structure, students will consider how time and events alter roles and responsibilities and they will identify the ways in which humans adapt to their environment and changes in the environment. During the 4-6 weeks of the unit, students will use their own family (historically and in present day) to understand change as a constant factor in people's lives. They will respond to texts and images and construct short written pieces documenting family changes and adaptations. The learning experiences build to a performance assessment that asks students to construct a guidebook for younger peers to help them navigate the changes that life brings.

Considerations

This unit builds to the creation of a class book that covers different aspects of change related to families. The authors of the unit recommend that teachers have students create drafts of their contributions to the book at various points in the unit. These drafts are built in as formative assessments attached to particular learning experiences.

Importantly, using the family as a means to understand the nature and constancy of change will require that students work with family members to discuss their family histories. Learning experiences throughout the unit will ask students to complete tasks that will involve interactions with family (however defined by the unique lives of students).

This unit focuses on the mountain community of Fairplay, CO; the changes that occur and the adaptations people make in this physical environment. Though the resources utilized in the unit are specific, the learning experiences are easily adaptable for any physical environment.

Performance Assessment Description

As an experienced 1st grade student, you have been asked to teach younger kids about your experiences with change. You and your classmates are going to create a "guidebook" for surviving the natural changes that occur in families and to the environments where families live. You will use your vast personal family experiences to prepare your younger peers to take on the challenges of life. Once the book is completed (published) you will present this book to kindergarten and/or preschool classes in your school!

RUBRIC: Change Happens

	Above Mastery	Mastery of Grade Level Standards	Approaching Mastery	Novice	
Scoring Criteria	4	3	2	1	Weight
Demonstration of Content knowledge	<p>Meets all the requirements for mastery, plus:</p> <p>Depth of explanation about the change and/or cause and effect relationship demonstrates higher level of understanding.</p>	<p>2 entries:</p> <ul style="list-style-type: none"> • 1 entry about a general family experience • 1 entry about a change/adaptation due to environment <p>Entries demonstrate understanding of the cause and effect relationship due to this change.</p>	<p>2 entries:</p> <ul style="list-style-type: none"> • both entries are about a general family experience OR • a change/adaptation due to environment <p>Cause and effect relationship is not entirely clear.</p>	<p>Only 1 entry completed.</p> <p>Cause and effect relationship is not included.</p>	Local Decision
Oral presentation	<p>Meets all requirements for mastery, plus:</p> <p>Shows enthusiasm during presentation, speaker's pacing and/or tone enhance presentation, and/or body movements enhance presentation.</p>	<p>Speaker is clear and understandable</p> <p>Speaker makes eye contact with audience</p> <p>Body movements do not distract, even when others are sharing</p>	<p>Speaker is mostly clear and understandable</p> <p>Speaker attempts eye contact with audience</p> <p>Body movements do not distract most of the time, even when others are sharing</p>	<p>Speaker is hard to hear and/or not understandable</p> <p>Speaker makes no eye contact with audience</p> <p>Body movements distract either during sharing or when others are sharing</p>	Local Decision
Writing skills	<p>Meets all the requirements for mastery, plus:</p> <p>organization, word choice, conventions enhances the product</p>	<p>Organization facilitates comprehension of content</p> <p>Grade appropriate conventions are used</p>	<p>Lack of organization to facilitate comprehension</p> <p>Minor convention errors are present</p>	<p>No apparent organization exists</p> <p>Convention errors impact access of content</p>	Local Decision
				TOTAL	

Performance Assessment Development Template

Who is developing this performance assessment?	
Name: Colorado Content Collaborative in Social Studies	Position/Affiliation: Colorado Content Collaborative in Social Studies

I. CONTENT STANDARDS	
Content Area: Social Studies	
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)	SS09-GR.1-S.1-GLE.1 Describe patterns and chronological order of events of the recent past.
Grade Level(s)	1st grade
Indicate the intended Depth of Knowledge (DOK) for this performance assessment.	<input type="checkbox"/> DOK 1 <input checked="" type="checkbox"/> DOK 2 <input type="checkbox"/> DOK 3 <input type="checkbox"/> DOK 4
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.”	<p>Changes in family and community relationships occurring today are part of the natural process of change that is an essential part of the human experience.</p> <p>Humans adapt to and alter the physical environment in ways that often reflect (changing) cultural/social values and beliefs.</p> <p>Temporary or permanent changes to physical locations/places often necessitate cultural and social changes.</p>
Summary. Provide a brief summary describing the task in the boxes below.	
Performance Task Name	Brief Description of the Task
The Guidebook	<p>As an experienced 1st grade student, you have been asked to teach younger kids about your experiences with change. You and your classmates are going to create a “guidebook” for surviving the natural changes that occur in families and to the environments where families live. You will use your vast personal family experiences to prepare your younger peers to take on the challenges of life. Once the book is completed (published) you will present this book to kindergarten and/or preschool classes in your school!</p>



II. Claims, Skills, Knowledge & Evidence	
<p>Claims. 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.</p>	<p>Successful completion of this task would indicate...</p> <ul style="list-style-type: none"> ➤ Understanding of change in families and environment ➤ Understanding of a significant life event ➤ Understanding of cause and effect ➤ Understanding of adaptation ➤ Effective communication through writing and speaking <p>Key Generalizations: Family histories require authentic evidence and sources to document and sequence significant life events (SS09-GR.1-S.1-GLE.1-EO.a; N.2)</p> <p>Changes in family and community relationships occurring today are part of the natural process of change that is an essential part of the human experience (SS09-GR.1-S.1-GLE.1-IQ.1, 2; RA.1)</p>
<p>Skills. 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.</p>	<p>Student should be able to...</p> <ul style="list-style-type: none"> ➤ Use words related to time, sequence and change within context (SS09-GR.1-S.1-GLE.1-EO.d) ➤ Identify past personal events and arrange them in chronological order (SS09-GR.1-S.1-GLE.1-EO.a,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"> ➤ The vocabulary related to time, sequence and change, calendars, past (SS09-GR.1-S.1-GLE.1-EO.b,d) ➤ Examples of significant life events (SS09-GR.1-S.1-GLE.1-EO.a)
<p>Evidence. What can the student do/produce to show evidence of the above knowledge and skills?</p>	<p>Student will show evidence of skills and knowledge by...</p> <ul style="list-style-type: none"> ➤ Completing the performance assessment at a proficient or above level as determined by using the provided unit rubric.



III.A. PERFORMANCE TASKS: Instructions to the Student
<p><i>Think about the performance assessment process from a student's perspective. What instructions does the student need? Make sure the instructions are <u>fair and unbiased</u>. Instructions should be detailed, clear, and written at the appropriate grade level.</i></p>
<p><i>Give the student an overview of the performance assessment (i.e., purpose of the assessment, tasks the student will need to complete, etc.).</i></p> <p>Throughout the unit we will be discussing and using graphic organizers to help you show how your family has changed due to significant events. At the end of this unit you will use those created pages to help create a class guide book to show our kindergarten/pre-k class how families change. We will share this book with the class and you will read your pages aloud.</p>
<p><i>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.</i></p> <p>As an experienced 1st grade student, you have been asked to teach younger kids about your experiences with change. You and your classmates are going to create a “guidebook” for surviving the natural changes that occur in families and to the environments where families live. You will use your vast personal family experiences to prepare your younger peers to take on the challenges of life. Once the book is completed (published) you will present this book to kindergarten and/or preschool classes in your school!</p>
<p><i>Explain to the student what documents/materials they have for the performance assessment. Explain what the student should <u>do</u> with those documents/materials.</i></p> <p>Students will have drafts created from previous learning experiences from the unit. These drafts will be used to construct the two personal entries to use in the book. One for general family changes and one for a way that their family adapts or changes in the environment.</p>
<p><i>Describe in detail any safety equipment that is required. Is safety equipment provided onsite, or are students expected to bring their own safety equipment?</i></p> <p>N/A</p>
<p><i>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.).</i></p> <p>First, students will submit their personal entries to the teacher for publication in the book. Later, they will participate in the presentation to the kindergarten/pre-k classes.</p>
<p><i>Provide any other relevant information for the students' instructions.</i></p> <p>N/A</p>



III.B. PERFORMANCE TASKS: Instructions to the Educator
<p><i>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.</i></p>
<p style="text-align: center;">Before the Performance Assessment is Administered</p> <p><i>How should the educator prepare the site where the performance assessment will be administered? Be as specific as possible.</i></p> <p>The final product is a culmination of the unit's work. Therefore, the teacher needs to save the work from learning experience #3 and #11 to facilitate students' completion of the final personal entries. No formal setup is required. The teacher needs to provide the final draft paper and any needed materials (i.e. Pencils, crayons, etc.)</p> <p><i>What materials should be provided to students? Be as specific as possible.</i></p> <p>The teacher needs to provide the drafts from learning experiences #3 and #11. The teacher also will provide the materials needed to produce the final personal entries.</p> <p><i>What materials should the student bring to the performance assessment session? Be as specific as possible.</i></p> <p>Everything is provided by the teacher.</p> <p><i>What materials should not be available to the student during the performance assessment session (e.g., cell phones, calculators, etc.)?</i></p> <p>N/A</p>
<p><i>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.</i></p> <p>If there is a deadline for presenting to the peer kindergarten/pre-k classroom, timing should be considered for everyone's entry to be in the final published book. The grade level could choose to set an agreed upon time limit for conformity in giving the assessment.</p>
<p><i>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.</i></p> <p>N/A</p>



During the Performance Assessment Session

How should the educator respond to students' questions?

The teacher should operate as normal for classroom writing publication expectations.

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 roam the room providing any needed support as needed. The teacher may choose to record observational notes regarding students' behavior and work.

Upon Completion of the Performance Assessment

What does the educator need to collect from the student?

The teacher will collect the drafts and the final copies. The final copies will be compiled into the guidebook.

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

Positive feedback would be considered appropriate. More feedback could occur before and/or after the presentation.

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

Students should clean up their individual work sites under teacher supervision.

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 the final drafts to the teacher. The teacher will use the provided rubric to score these. The teacher may also gather learning oriented data during the process.



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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.

The teacher rubric is provided and should be discussed with students. The teacher may want to copy the stimulus material to display via Smartboard while reading it aloud and giving students instructions, or the teacher could provide the students with a copy. The rubric could also be adapted to kid friendly language and provided for student use, or the kid friendly rubric could be displayed via the Smartboard.

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.).

- The product allows for adaption to meet individual student needs (i.e. scribing, pictures to glue, etc.).
- Extended time will be given to students who do not finish the assessment in the given amount of time.
- Directions need to be given in the student's home language.
- Breaks will be given to students when necessary.
- Directions and assessment can be given in a small group/individual setting.
- Correspondence can be created digitally. (GT/SPED support)
- Opportunities for higher-level work are provided in the exceeding expectations part of the rubric.

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.

Understanding of grade level and unit expectations and standards are needed. Being a teacher of the unit would be beneficial.



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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.coloradolc.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.

