

Sample Performance Assessment

Content Area: Social Studies

Grade Level: Five (5)

Instructional Unit Sample: The Melting Pot

Colorado Academic Standard(s):

SS09-GR.5-S.1-GLE.2: The historical eras, individuals, groups, and themes in North America from 1491 through the founding of the United States government

SS09-GR.5-S.2-GLE.1: Use various geographic tools and sources to answer questions about the geography of the United States

Concepts and skills students' master:

CONCEPTS: Exploration, immigration, trade, adaptation, cultural interactions, trade, exploration, interaction, region(s), colonization, settlement, origination, destination, continent, ocean, explorer, navigate, religion, foreign goods, trade routes, conquest, resources, oppression, settlement, religious intolerance, debt, drive (motivation), indentured servant

SKILLS: Illustrate, define, investigate, evaluate, analyze, identify, describe, locate, and communicate

Unit Description

In this unit, [The Melting Pot](#), students will learn about early explorers and explain the economic and political motivations for exploration and settlement of the New World. When the first explorers arrived in the Americas, they encountered native peoples who already inhabited those lands. Students will discover the motivating factors that prompted individuals to migrate to the New World such as oppression, persecution, and differences in beliefs and values. Throughout the rest of this unit, students will identify how native peoples and immigrants interacted, and how both groups adapted their environment in order to survive. Students will be able to distinguish among the varying perspectives of the relationship between the diverse groups and summarize the effects those interactions had on each other.

Clarification of focal content of unit:

- An introduction to exploration and early explorers
- Location of early settlements and colonies in North America
- Interactions among various groups (e.g., Native Americans, European settlers, explorers, etc.)
- Interactions, struggles, and successes of the travels of explorers, settlers, native peoples, etc.

Performance Assessment Description

Students should complete the following elements for the museum exhibit:

1. A one (1)-minute script to be recited at the museum exhibit
2. A researched five paragraph essay about their historical figure (which may include birth and death dates, general information such as where they lived, how they made a living, etc.)
3. Wear a costume that reflects the character's time period



Teachers may decide to have students create an “environment” for each historical figure – could collaborate with an art teacher to develop the environment.

Student Stimulus Material:

The Smithsonian Museum has hired your team of experts to create a traveling exhibit entitled, *The Melting Pot* that will be showcased in your local museum. This exhibit will feature live wax figures that interact with the audience. These figures will represent those individuals who were instrumental in shaping early America. Your individual’s interaction should describe how resources in America motivated your decision to explore, re-locate or migrate. As experts on this historical era, your group has been asked to design the exhibit. In addition, each member of your team must become a historical figure who only becomes “live” when the “on” button has been activated.

RUBRIC: The Melting Pot

	Above Mastery	Mastery of Grade Level Standards	Approaching Mastery	Novice	
<u>Scoring Criteria</u>	4	3	2	1	Weight
Demonstration of content knowledge and skills	Includes those in Mastery AND includes connections with other groups of the time period explanation of historical figure's decision to explore, re-locate or migrate demonstrates analytical reasoning	Identifies the chosen historical figure and his/her importance to the time period Describes basic demographic information about the historical figure and includes connection to the larger group Explains historical figure's decision to explore, re-locate or migrate	Identifies the chosen historical figure Describes basic demographic information about the historical figure Identifies a decision to explore, re-locate or migrate	Chosen historical figure not clearly identified Basic demographic information about the historical figure is limited A decision to explore, re-locate or migrate is not identified	Local Decision
Written Composition	Includes those in Mastery AND Organization, Word Choice, Conventions enhance understanding of the content	Five paragraphs Organization facilitates understanding of the content Grade appropriate conventions are used with few or no errors	3 – 4 paragraphs Organization limits the understanding of the content Minor convention errors are present	1 – 2 paragraphs Lack of organization interferes with understanding of the content Convention errors impact access of the content	Local Decision
Performance	Costume enhances the representation of the historical figure and time period through authenticity Presented information includes cause/effect relationships, more analytical understanding and/or relevant interactions among historical groups or time period Voice level, eye contact, and body control successfully engages the audience	Costume accurately represents historical figure and time period Presented information adequately informs the audience about the historical figure and their perspective from the time period Demonstrates appropriate voice level, eye contact and body control	Costume represents historical figure or time period Presented information identifies the historical figure Inconsistently use of appropriate voice level, eye contact and body control	Costume does not represent historical figure or time period Presented information is given as a factual list Inappropriate use of voice level, eye contact or body control	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.5-S.1-GLE.2 The historical eras, individuals, groups, and themes in North America from 1491 through the founding of the United States government SS09-GR.5-S.2-GLE.1 Use various geographic tools and sources to answer questions about the geography of the United States
Grade Level(s)	5th 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>Historical information from multiple perspectives is used to interpret, evaluate, and inform; and make decisions and policies regarding various issues. For example, some accounts of the American Revolution refer to American patriots while others refer to American rebels.</p> <p>Individuals understand the consequences and causes of movement to make connections to current personal or international events such as hurricane victims moving from storms, refugees fleeing from war, and economic hardship causing relocation for better jobs.</p> <p>Migration of individuals has multiple effects on society including economic and environmental impacts.</p>



	The origins, structure, and function of the United States government are studied to create an informed, civically literate, and responsible society. For example, fundamental principles and liberties are still evolving as judges interpret the Constitution, and legislators make laws and local city councils and boards create regulations
Summary. Provide a brief summary describing the task in the boxes below.	
<p>Performance Task Name</p> <p>Smithsonian Exhibit</p>	<p>Brief Description of the Task</p> <p>Students should complete the following elements for the museum exhibit:</p> <ol style="list-style-type: none"> 1. A one (1)-minute script to be recited at the museum exhibit 2. A researched five paragraph essay about their historical figure (which may include birth and death dates, general information such as where they lived, how they made a living, etc.) 3. Wear a costume that reflects the character’s time period <p>Teachers may decide to group students based on interest of historical roles such as: colonists, pilgrims, natives, indentured servants, slaves, explorers, etc.</p> <p>Teachers may decide to have students create an “environment” for each historical group – could collaborate with an art teacher to develop the environment.</p>

II. Claims, Skills, Knowledge & Evidence	
<p>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></p>	<p>Successful completion of this task would indicate...</p> <ul style="list-style-type: none"> ➤ Ability to explain the role of a historical figure in the context of his/her time period ➤ Ability to inform others about a historical figure and time period through oral presentation ➤ Ability to create a representation of time period through costume <p>Key Generalizations:</p> <ol style="list-style-type: none"> 1. Regional resources frequently motivate migration patterns of groups and individuals 2. Interactions among diverse groups change the existing cultural/traditional patterns through the introduction, assimilation, and/or preservation of cultural aspects (e.g., foods, celebrations, religions, and social norms)



<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"> ➤ Identify outcomes of the interactions of native and non-native cultures ➤ Explain how historical events, groups, and individuals contribute to diversity in the United States ➤ Use various maps and other geographic tools to identify, locate and describe geographic information correctly
<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"> ➤ Cultural interactions of the Columbian exchange, between European and Native Americans, and between colonists and enslaved Africans. Significant individuals and groups to include: Native Americans (e.g., Iroquois and Algonquin) and European colonists (e.g., French, English, Dutch, Puritans, Catholics, debtors, indentured servants) before and through the American Revolution. ➤ Physical and cultural regions of Colonial America using various geographic tools ➤ Reasons associated with discovery, exploration and migration ➤ Explain the reasons for the settlement of the American colonies
<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"> ➤ Writing a five paragraph essay about their historical figure/group ➤ Creating a costume that is reflective of your character and time period ➤ Performing a 1-minute script during the museum exhibit ➤ Collaborating with group to present the museum exhibit



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.).

This is a group project to create a Smithsonian exhibit about historical groups during the exploration and establishment of the US colonies. Your group will represent one of the stakeholder groups of the period to inform and explain about historical figures and their life and issues of the time. Each of you will produce a five paragraph essay specific to your figure, you will create a costume for your figure and you will perform with your group an interactive exhibit.

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.

The student will receive a copy of the stimulus material and the provided rubric. (The stimulus material is created to be given separately during stages or all at once as a two sided document)

The Smithsonian Museum has hired your team of experts to create a traveling exhibit entitled, *The Melting Pot* that will be showcased in your local museum. This exhibit will feature live wax figures that interact with the audience. These figures will represent those individuals who were instrumental in shaping early America. Your individual's interaction should describe how resources in America motivated your decision to explore, re-locate or migrate. As experts on this historical era, your group has been asked to design the exhibit. In addition, each member of your team must become a historical figure who only becomes "live" when the "on" button has been activated.

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

Students will need access to primary and secondary sources and previous learning materials from the unit. Students could have access to searching on the internet for additional information.

Potential unit resources:

Bulla, C. *Squanto, Friend of the Pilgrims*. Lexile: 360

Conrad, P. *Pedro's Journal: A Voyage with Christopher Columbus August 3, 1492 – February 14, 1493*. Lexile: 1030

Cooper, S. *Ghost Hawk*. Lexile: 940

Levy, E. *Cranky Colonials: Pilgrims, Puritans: 1560s-1740s*. Lexile: 914

Macdonald, F. *You Wouldn't Want to Sail with Christopher Columbus!: Uncharted Waters You'd Rather Not Cross*. Lexile: 850

Maestro, B. *The New Americans: Colonial Times: 1620-1689*. Lexile: 940



Ransom, C. *Why Did English Settlers Come to Virginia?: And Other Questions About the Jamestown Settlement*. Lexile: 750

Rohmer, H. *The Invisible Hunters: Los Cazadores Invisibles*. Lexile: N/A

Ross, S. *Into the Unknown: How Great Explorers Found Their Way by Land, Sea, and Air*. Lexile: 1120

Rossi, A. *Seeds of Change in American History: Two Cultures Meet*. Lexile: 720

Stelson, C.B. *These old shoes remember: Colonial life in America*. Lexile: 530

Waters, K. *Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times*. Lexile: 680.

Yolen, J. *Encounter*. Lexile: 760

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.).

Stage One:

Group must identify a list of historical figures that will be represented in the exhibit.

Stage Two:

Individuals need to research and write their five paragraph essay and turn it in to the teacher for feedback

Option: Individuals need to provide a sketch or description of proposed costume for exhibit

Stage Three:

Groups prepare and practice exhibit performance

Option: If working with art teacher on backdrops – this needs to be coordinated to this stage

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.

Primary and secondary sources and previous learning materials need to be available to the students.

For the process, materials may need to be coordinated and provided for the creation of the costumes and exhibit backdrops

Space may need to be rearranged to accommodate multiple exhibits or a reservation of the school multi-purpose room may need to be made

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

Students should have access to their five paragraph essay with provided feedback from turning it in prior to performance

The expectation is that students create their costumes on their own, however if this does not meet the needs of students, then materials to work on this element need to be made available

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

The student needs to bring their costume and any notes needed for their performance

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.

There is an expectation of 1-minute museum performances; however with the format of multiple sessions for practice, during the final performance adherence to the time limit does not need to be monitored.



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.

If so desired to share the performances with the school and community, video/audio could be recorded to widen the audience.

During the Performance Assessment Session

How should the educator respond to students' questions?

The teacher should be available to provide support and direction as normal during the creation and preparation period. The student presenters should not need to ask questions during the presentation.

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 be available to provide support and direction as needed during the creation and preparation time. The teacher should be modeling appropriate active listening/audience behavior during the presentation. The teacher could be scoring or taking notes during the presentation if desired.

Upon Completion of the Performance Assessment

What does the educator need to collect from the student?

Stage One:

Collect the list of historical figures that will be represented in the exhibit from each group.

Stage Two:

Collect individual five paragraph essays and provide feedback for students

Option: collect sketches or descriptions of proposed costumes for exhibit – to prepare materials for students to use or to give feedback to students on their process

Stage Three:

Nothing needs to be collected, but the teacher should be observing the practice process and providing feedback as needed. Optional: coordinating with art teacher

Stage Four:

During performance observe students. Optional: mark rubric as observing; record performances for class website

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

Stage Two: Teacher should provide feedback on the five paragraph essay

Stage Four: Groups should receive feedback through the graded rubric.



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

The students are responsible for cleaning up their work areas.

Other relevant information for the educator's instructions:

Teachers may decide to group students based on interest of historical roles such as: colonists, pilgrims, natives, indentured servants, slaves, explorers, etc.

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 five paragraph essay. The provided rubric will be used to score the essay and the exhibit presentation and created costume.

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 students need a copy of the stimulus material and rubric.

***based on student need, costumes maybe need to be created in class.

**if making backdrops coordination with materials or art teacher need to be considered.

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.).

Consider the following differentiation strategies:

Students may...

- Use pre-recorded speeches
- Read from note cards during the interaction
- Choose to work as an individual character (monologue)
- Create still characters with recordings rather than live characters
- Create a display of their character rather than do a performance



The teacher may...

- Determine individual roles based on the strengths of students
- Additional opportunities for practice
- Collaborate with like characters to work on the five paragraph essay

Enrichment Ideas:

- Discuss hypothetical scenarios...such as, “What if Christopher Columbus could not raise the funds to try a water route?” or “What if Native Americans had not taken the Pilgrims under their wing?”
- The choice of roles creates an environment for student choice and/or adaptation to meeting individual student needs.
- Directions need to be given in the student's home language.
- Breaks will be given to students when necessary.
- Graphic organizers and/or supports can be provided.
- Opportunities for higher-level work are provided in the exceeding expectations part of the rubric.
- Modification of content quantity allows for meeting individual student needs.

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.

The teacher needs to be knowledgeable about grade level and unit expectation and standards.



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.

