

Sample Performance Assessment

Content Area: Social Studies

Grade Level: Seven (7)

Instructional Unit Sample: Ch...Ch...Ch...Ch...Changes

Colorado Academic Standard(s):

SS09.GR.7-S.1-GLE.2: The historical eras, individuals, groups, ideas and themes within regions of the Eastern Hemisphere and their relationships with one another

SS09.GR.7-S.3-GLE.2: The distribution of resources influences economic production and individual choices (PFL)

Concepts and skills students' master:

Concepts:

- Patterns of human migration
- The social, political, cultural, and technological development within topics such as early African civilizations, and colonial Africa
- Scarcity determines value (supply and demand)

Skills:

- Map patterns of human migration, settlement, and trade routes
- Ask and answer questions after examining geographic sources
- Collect and analyze data to make geographic inferences and predictions regarding the Eastern Hemisphere

Unit Description

The focus of this unit, [Ch...Ch...Ch...Ch...Changes](#), is the continent of Africa. Students will investigate and analyze the economic (such as access to and availability of resources), social (the proliferation of cultures, interdependence), political (unrest) and/or environmental reasons why people migrate. The time frame encompassed in this unit is Ancient Kingdoms (e.g., Egypt, Kush, etc.) to European imperialism and the impact that the movement of peoples on native peoples/cultures. Teachers may choose to make connections to present day Africa in order to illuminate the continued conflicts that have their roots in European imperialism and/or the forced movement of people.

Performance Assessment Description

Students will create a virtual museum in groups of 3 - 4. Each group will create a regional exhibit for the museum. The focus of each exhibit will be on an era and/or region (e.g., Ancient Egypt (Middle-New Kingdoms), Kingdom of Ghana (1500 BC - 300 AD), The Rise of Islam (979 AD - 1214 AD), Colonial South Africa (19th Century), the Guinea Coast (17th & 18th Centuries), the Swahili Trading States (1215 AD – 1453 AD). Within each regional exhibit, there will be 4 rooms, each one focusing on a reason for migration (economic, social, political, and environmental) and an additional 5th room focusing on the impact of migration on native cultures. Each student will locate artifacts for display; write an explanation of the significance of the artifact for the time period and region; and justifications for why the artifact should be included in the exhibit.



RUBRIC: Ch...Ch...Ch...Ch...Changes

	Above Mastery	Mastery of Grade Level Standards	Approaching Mastery	Novice	
Scoring Criteria	4	3	2	1	Weight
Conceptual understanding and content	<p>N/A</p> <p>Conceptual understanding with an impressive level of depth is reflected in the evidence selected to illustrate the impact the movement of peoples has on native cultures</p>	<p>Museum exhibit illustrates the economic, social, political and/or environmental reasons for the movement of people within and across regions</p> <p>Conceptual understanding is reflected in the evidence selected to illustrate the impact the movement of peoples has on native cultures</p>	<p>The museum exhibit partially demonstrates the impact of economic, social, political, and environmental factors on people's movement within and across regions</p> <p>Conceptual understanding is somewhat reflected in the evidence selected to illustrate the impact the movement of peoples has on native cultures</p>	<p>The museum exhibit does not demonstrate the impact of economic, social, political, and environmental factors on people's movement within and across regions</p> <p>Conceptual understanding is missing or vaguely reflected in the evidence selected to illustrate the impact the movement of peoples has on native cultures</p>	40%
Claims and evidence	<p>Supporting evidence for artifacts demonstrates exemplary use and selection of credible, multiple primary sources</p> <p>The artifacts presented are unique and imaginative and are explained and justified for their significance to the time period, region and inclusion in the exhibit.</p>	<p>Supporting evidence for artifacts demonstrates a use of credible primary sources</p> <p>All artifacts presented are explained and justified for their significance to the time period, region and inclusion in the exhibit.</p>	<p>Supporting evidence for artifacts demonstrates use of general primary sources</p> <p>Many of the artifacts presented are explained and justified for their significance to the time period and region and their inclusion in the exhibit.</p>	<p>Supporting evidence for artifacts demonstrates use of limited or biased sources</p> <p>Few of the artifacts presented are explained or justified for their significance to the time period and region and their inclusion in the exhibit.</p>	30%



Visual appeal of the Museum Exhibit	The visual appeal of the museum exhibit is created with a sophisticated use of: <ul style="list-style-type: none"> ➤ technology ➤ color and ➤ ease of navigation ➤ accuracy of headings and labels 	The visual appeal of the museum exhibit is created with an effective use of: <ul style="list-style-type: none"> ➤ technology ➤ color ➤ ease of navigation ➤ accuracy of headings and labels 	The visual appeal of the museum exhibit is created with a basic use of: <ul style="list-style-type: none"> ➤ technology ➤ color ➤ ease of navigation ➤ accuracy of headings and labels 	The visual appeal of the museum exhibit is created with an incomplete and/or ineffective use of: <ul style="list-style-type: none"> ➤ technology ➤ color ➤ ease of navigation ➤ accuracy of headings and labels 	20%
Conventions	Sentence structure, grammar, mechanics, word choice, and usage enhance the clarity and effectiveness of the communication.	Errors in sentence structure, grammar, mechanics, word choice, and usage seldom interfere with the clarity and effectiveness of the communication.	Errors in sentence structure, grammar, mechanics, word choice, and usage may somewhat interfere with the clarity and effectiveness of the communication.	Errors in sentence structure, grammar, mechanics, word choice, and usage seriously interfere with the clarity and effectiveness of the communication.	10%
				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.7-S.1-GLE.2 The historical eras, individuals, groups, ideas and themes within regions of the Eastern Hemisphere and their relationships with one another SS09-GR.7-S.2-GLE.1 Use geographic tools to gather data and make geographic inferences and predictions SS09-GR.7-S.2-GLE.2 Regions have different issues and perspectives SS09-GR.7-S.3-GLE.1 Supply and demand influence price and profit in a market economy SS09-GR.7-S.3-GLE.2 The distribution of resources influences economic production and individual choices (Economics and PFL)
Grade Level(s)	7th grade
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
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."	The historical method of inquiry is used to continue to interpret and refine history. For example, new information and discoveries regarding the origins of the Cold War and new insights into the relationship between Europeans and Africans during the early era of colonization change the interpretation of history. The location of resources, physical boundaries, and natural hazards affect human interaction such as conflicts over water rights, and location of resources in relation to trade routes and consumers.



Summary. Provide a brief summary describing the task in the boxes below.	
Performance Task Name	Brief Description of the Task
Ch...Ch...Ch...Ch...Change - Create a Museum Exhibit	You and your fellow museum exhibit design team have been hired to create a special museum exhibit for the new Royal Museum of Africa in Denver. The focus of the special exhibit is on the migration of peoples in Africa. The grand opening of this special exhibit will be during the annual Night at the Museum event. The museum curator has requested the inclusion of the economic, social, political and/or environmental factors that influence the movement of people in and out of Africa, as well as the impact these movements have on native cultures.

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... <ul style="list-style-type: none"> ➤ Economic, social, political and/or environmental factors influence the movement of people in and out of Africa, as well as the impact these movements have on native cultures, to create their museum exhibit ➤ People migrate for economic, social, political, or environmental reasons often challenging the preservation of native cultures, languages, and way of life.
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"> ➤ Map patterns of human migration, settlement, and trade routes (SS09-GR.7-S.2-GLE.1-EO.a) ➤ Ask and answer questions after examining geographic sources (SS09-GR.7-S.2-GLE.1-EO.d) ➤ Collect and analyze data to make geographic inferences and predictions regarding the Eastern Hemisphere (SS09-GR.7-S.2-GLE.1-EO.c) ➤ List and explain major advances in technology (SS09-GR.7-S.1-GLE.2-EO.d) ➤ Provide examples of how humans have adapted to and interacted with their environment (SS09-GR.7-S.2-GLE.2-EO.d) ➤ Define supply and demand and explain how resource scarcity determines value
Knowledge. <i>Refer to the standard(s), grade level, and DOK level you listed in Section I. Given this information, what knowledge/concepts should be</i>	Student should know/understand... <ul style="list-style-type: none"> ➤ Patterns of human migration (SS09-GR.7-S.1-GLE.2-EO.a) and (SS09-GR.7-S.2-GLE.1-EO.a,b) ➤ The social, political, cultural, and technological



<p><i>assessed? All knowledge should align with the above claims.</i></p>	<p>development within topics such as early African civilizations, and colonial Africa (SS09-GR.7-S.1-GLE.2-EO.d)</p> <ul style="list-style-type: none"> ➤ Scarcity determines value (supply and demand) (SS09-GR.7-S.3-GLE.1-EO.a,b) and (SS09-GR.7-S.3-GLE.2-EO.d)* ➤ How humans adapt to and interact with their environment (SS09-GR.7-S.2-GLE.2-EO.d)
<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> <p>Finding artifacts that closely represent economic, social, political, and environmental factors with evidence that links them to the movement of people within regions of Africa and their impact on the native cultures.</p>

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.).

You and your fellow museum exhibit design team have been hired to create a special museum exhibit for the new Royal Museum of Africa in Denver. The focus of the special exhibit is on the migration of peoples in Africa. The grand opening of this special exhibit will be during the annual Night at the Museum event. The museum curator has requested the inclusion of the economic, social, political and/or environmental factors that influence the movement of people in and out of Africa, as well as the impact these movements have on native cultures.

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.

Students will create a virtual museum in groups of 3 - 4. Each group will create a regional exhibit for the museum. The focus of each exhibit will be on an era and/or region (e.g., Ancient Egypt (Middle-New Kingdoms), Kingdom of Ghana (1500 BC - 300 AD), The Rise of Islam (979 AD - 1214 AD), Colonial South Africa (19th Century), the Guinea Coast (17th & 18th Centuries), the Swahili Trading States (1215 AD – 1453 AD). Within each regional exhibit, there will be 4 rooms, each one focusing on a reason for migration (economic, social, political, and environmental) and an additional 5th room focusing on the impact of migration on native cultures. Each student will locate artifacts for display; write an explanation of the significance of the artifact for the time period and region; and justifications for why the artifact should be included in the exhibit.



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

Students may develop their own virtual museum template or use one provided by the teacher. Students may choose to create a museum exhibit on poster board.

<http://christykeeler.com/EducationalVirtualMuseums.html> (How to create Virtual Museums Using PowerPoint)

<http://www.timemaps.com/history/africa-1453ad> (World History Maps: Africa History Timeline through Maps)

http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Books_and_Other_Printed_Texts.pdf

(Analyzing Books and Other Printed Texts Worksheet from the Library of Congress)

<http://www.wisconsinhistory.org/turningpoints/pdfs/documentanalysisworksheet.pdf> (Document Analysis Worksheet)

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.).

Students should consult with their group members after they complete each task. The group should refer to the rubric to determine what level of proficiency the task has achieved.

Group leaders should meet with the instructor at scheduled intervals to receive feedback on progress.

Provide any other relevant information for the students' instructions.

Student should be given a confidential procedure to report both productive and unproductive group behavior of other students.



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.

For the Virtual Museum Exhibits:

Lighting and seating for the presentations need to be considered. Where will the audience sit and in what configuration? Where will the presenters be located? How will lighting be managed?

For the Gallery Walk of Multiple Exhibits: Teacher could prepare a map of the exhibits' locations; provide a timer for time spent at each station. Walls and tables should both be considered for placing the exhibits. Chairs need to be moved out of the way.

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

- Timer, flash drives, web site with designated web pages for research, two computers available, functioning LCD/LED projector, extension cords, doc camera available and any other items that might be necessary for student presentations.
- Handouts will include written instructions for the assessment, an assessment rubric for each group and a peer-feedback rubric for students to critique other groups' work.

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

Students should bring the items necessary for the exhibits. These might include flash drives, DVD's, computers, visuals such as artifacts, photos, poster boards, etc. The students should also have materials ready if they intend to pass out items.

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

This should be left to teacher's discretion



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.

Though not required, teachers should strongly consider a time minimum and maximum so that they can plan class periods for the exhibits. Time allotment is determined by the teacher and should be made clear to the students when the assignment is given. If a time limit is specified then it is advised that a warning be given when the time limit is approaching.

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.

No, there will not be a need for recording the museum exhibits

During the Performance Assessment Session

How should the educator respond to students' questions?

Questions that can be answered by looking at the directions or the rubric should cause the teacher to refer the students back to those documents. The teacher should ask questions about student understanding of the directions and rubric then link to previous learning.

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 educator should meet with team leaders as often as he/she believes is necessary in order to monitor progress and provide necessary instruction.
- During the exhibit gallery walks and presentations, the educator should use the rubric to determine scores.

Upon Completion of the Performance Assessment

What does the educator need to collect from the student?

Educators may choose to collect transcripts, notes, web site of virtual exhibit, bibliography, etc. Also, required is a self-assessment from each student.

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

The educator should provide individual as well as group feedback. The minimum requirement would be to provide a scored rubric.



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

Students need to clean up their exhibit area.

Other relevant information for the educator's instructions:

- Educators may desire to present video example of a virtual museum exhibit. Here is a sample web site: <http://www.mnh.si.edu/africanvoices/>
- Educators may want to create a rubric for the process/collaboration aspect of this assessment.

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.)

The educator will score the performance using the 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.

- Instruction worksheet
- Rubrics
- Computers
- Group process instructions
- Artifact sheet

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.).

Region assignment can help with differentiation by allowing the teacher to assign roles that fit the students' skill levels.



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.

The educator should have knowledge of good performance assessment practices (e.g. student grouping and classroom management) and a solid understanding of the scoring rubric.

Next, the educator should have a basic understanding of Africa and the economic, social, political and/or environmental factors that influence the movement of people in and out of Africa, as well as the impact these movements have on native cultures.

Additionally, the educator needs to know how to determine credible research sources and guide students in their research.

Furthermore, the educator should have enough technology understanding to guide students in their museum exhibit construction.



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.

