

Sample Performance Assessment

Content Area: Social Studies

Grade Level: High School

Instructional Unit Sample: Securing the Blessings of Liberty

Colorado Academic Standard(s): SS09-GR.HS-S.4-GLE.3-EO.b; SS09-GR.HS-S.4-GLE.3-EO.c; SS09-GR.HS-S.3-GLE.2-EO.b; SS09-GR.HS-S.4-GLE.3-EO.d; SS09-GR.HS-S.4-GLE.3-EO.e

Concepts and skills students' master:

Concepts

- What domestic policy is and how it is implemented at the local, state, and national levels (SS09-GR.HS-S.4-GLE.3-EO.b,c)
- Strategies used by the United States to meet foreign policy goals (e.g., diplomacy, trade, military action, treaties, etc.) (SS09-GR.HS-S.4-GLE.3-EO.d)

Skills

- Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy (SS09-GR.HS-S.4-GLE.1-EO.b,c; IQ.3) (SS09-GR.HS-S.4-GLE.3-EO.a,b,c,d; IQ.2,3)
- Investigate foreign policy issues and propose alternate plans (SS09-GR.HS-S.4-GLE.3-N.2)
- Gather and analyze data from multiple sources to find patterns and create hypotheses on foreign policy (SS09-GR.HS-S.4-GLE.3-N.1)

Unit Description

This unit, [Securing the Blessing of Liberty](#), explores the historical events and the role of government in shaping U.S. domestic and foreign policy, and the rights and responsibilities of citizens to participate in policy decision making. The unit begins with a look at political parties and the role that party platforms play in policy decisions. Next, students will study monetary and fiscal policy decisions and how citizens may react to and/or influence those decisions. Next, students examine domestic and foreign issues/policies, the tools used by the federal government to make those decisions, and the ways in which citizens may influence policy decisions. The unit culminates with students will creating a newscast that illustrates the social and economic conditions, and priorities of the people related to an ongoing domestic or foreign issue.

Performance Assessment Description

Students will create a newscast that demonstrates the social and economic conditions, and priorities of the people related to an ongoing domestic or foreign issue (such as gun control, immigration, civil rights, worker's rights, taxation, voting rights and free trade). In groups, students will research and determine landmark U.S. governmental policy decisions in the last 75 years as they relate to social, political and economic issues. For each of these policies and decisions, students will explore and report on the historical context, the social and economic conditions that influenced those policies, and the needs and priorities of the American public during that time.



RUBRIC: Securing the Blessings of Liberty

	Above Mastery	Mastery of Grade Level Standards	Approaching Mastery	Novice	
Scoring Criteria	4	3	2	1	Weight
Conceptual understanding and content	<p>Newscast demonstrates a comprehensive understanding and critical analysis of decision and policy development and its relationship to domestic and foreign policy</p> <p>Content is relevant, well-researched, and demonstrates a thorough understanding and analysis while specifically referencing:</p> <ul style="list-style-type: none"> • Domestic policy decisions usually reflect a nation’s history, its social and economic conditions, the needs and priorities of its people, and the nature of its government <p>OR</p> <ul style="list-style-type: none"> • Foreign policy goals maintain and promote the favorable position and security of the nation, and set standards of interaction with foreign nations for its organizations, corporations and individual citizens <p>Written script is polished, detailed, and shows a clear delineation of roles and sequence.</p>	<p>Newscast demonstrates a comprehensive understanding of decision and policy development and its relationship to domestic and foreign policy</p> <p>Content is relevant, well-researched, and demonstrates a solid understanding and general analysis while specifically referencing:</p> <ul style="list-style-type: none"> • Domestic policy decisions usually reflect a nation’s history, its social and economic conditions, the needs and priorities of its people, and the nature of its government <p>OR</p> <ul style="list-style-type: none"> • Foreign policy goals maintain and promote the favorable position and security of the nation, and set standards of interaction with foreign nations for its organizations, corporations and individual citizens <p>Written script shows a clear delineation of roles and sequence.</p>	<p>Newscast partially demonstrates a comprehensive understanding of decision and policy development and its relationship to domestic and foreign policy</p> <p>Content is mostly relevant and demonstrates a general understanding, lacking analysis with some references to:</p> <ul style="list-style-type: none"> • Domestic policy decisions usually reflect a nation’s history, its social and economic conditions, the needs and priorities of its people, and the nature of its government <p>OR</p> <ul style="list-style-type: none"> • Foreign policy goals maintain and promote the favorable position and security of the nation, and set standards of interaction with foreign nations for its organizations, corporations and individual citizens <p>Written script is delineated with roles and contains some sequencing.</p>	<p>Newscast demonstrates an inaccurate understanding of decision and policy development and its relationship to domestic and foreign policy</p> <p>Content is irrelevant and/or demonstrates little understanding with few or no references to:</p> <ul style="list-style-type: none"> • Domestic policy decisions usually reflect a nation’s history, its social and economic conditions, the needs and priorities of its people, and the nature of its government <p>OR</p> <ul style="list-style-type: none"> • Foreign policy goals maintain and promote the favorable position and security of the nation, and set standards of interaction with foreign nations for its organizations, corporations and individual citizens <p>Written script is incoherent and /or lacking structure of the roles and sequence.</p>	40%



Claims and evidence	Supporting evidence for the ongoing domestic or foreign issue demonstrates exemplary use of credible, multiple primary sources The newscast highlights a comprehensive analysis with in-depth, relevant, and real-world perspectives and are explained and justified for their significance of domestic or foreign policy.	Supporting evidence for the ongoing domestic or foreign issue demonstrates a use of credible primary sources The newscast highlights in-depth, relevant, and real-world perspectives that are explained and justified for their significance of domestic or foreign policy.	Supporting evidence for the ongoing domestic or foreign issue demonstrates use of general primary sources The newscast highlights some real-world perspectives that are generally explained and justified for their significance of domestic or foreign policy.	Supporting evidence for the ongoing domestic or foreign issue demonstrates use of limited or biased sources The newscast highlights superficial perspectives in a nonsensical and disjointed manner and is unable to explain and justify their significance on domestic or foreign policy.	30%
Presentation	Team members were poised and had clear articulation. Speakers demonstrated engaging volume, and eye contact. Transitions between each team member were smooth. Enthusiasm and confidence were exuded. The presentation fit into the time allotment	Team members were attentive and understandable. Speakers demonstrated good volume, and eye contact. Transitions between each team member were evident. Enthusiasm and confidence were appropriate. The presentation fit into the time allotment.	Team members were antsy at times and not always understandable Speakers demonstrated uneven volume, and eye contact. Transitions between each team member were jumpy. Enthusiasm and confidence were limited, with some speakers being monotone. The presentation may or may not have fit the time allotment.	Team members were often inaudible and/or hesitant and relied heavily on notes. Speakers made distracting gestures with little or no audience eye contact. There was no sense of transition between team members. Team members seemed disinterested and uncomfortable with public speaking. The presentation went over the time allotted.	20%
Newscast set design	The setting of the newscast is created with a sophisticated use of: <ul style="list-style-type: none"> • technology • costumes and • props 	The visual appeal of the museum exhibit is created with an effective use of: <ul style="list-style-type: none"> • technology • costumes and • props 	The visual appeal of the museum exhibit is created with a basic use of: <ul style="list-style-type: none"> • technology • costumes and • props 	The visual appeal of the museum exhibit is created with an incomplete and/or ineffective use of: <ul style="list-style-type: none"> • technology • costumes and • props 	10%
				TOTAL	100%



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.HS-S.4-GLE.3-EO.b; SS09-GR.HS-S.4-GLE.3-EO.c; SS09-GR.HS-S.3-GLE.2-EO.b; SS09-GR.HS-S.4-GLE.3-EO.d; SS09-GR.HS-S.4-GLE.3-EO.e
Grade Level(s)	High School, Grades 9-12
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."	<ul style="list-style-type: none"> ➤ Decision-making involves researching an issue, listening to multiple perspectives, and weighing potential consequences of alternative actions. For example, citizens study the issues before voting. ➤ Participation in a local or national issue involves research, planning, and implementing appropriate and ethical civic engagement. For example, citizens speak at a school board meeting or run for office. ➤ Skills and strategies are used to participate in public life and exercise rights, roles, and responsibilities. For example, eligible individuals vote, individuals pay taxes to support government services, and citizens act as advocates for ideas. ➤ Political issues are covered by the media, and individuals evaluate multiple media accounts using technology. ➤ The making of foreign and domestic policies impacts daily lives. For example, unrest in the Middle East could cause gasoline prices to rise and unrest in another nation affects extended families in the United States. ➤ Replicating a real-world scenario by creating a news-cast.



Summary. Provide a brief summary describing the task in the boxes below.	
Performance Task Name	Brief Description of the Task
Securing the Blessings of Liberty	Students will create a newscast that demonstrates the social and economic conditions, and priorities of the people related to an ongoing domestic or foreign issue (such as gun control, immigration, civil rights, worker’s rights, taxation, voting rights and free trade). In groups, students will research and determine landmark U.S. governmental policy decisions in the last 75 years as they relate to social, political and economic issues. For each of these policies and decisions, students will explore and report on the historical context, the social and economic conditions that influenced those policies, and the needs and priorities of the American public during that time.

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 students understand... Domestic policy decisions usually reflect a nation’s history, its social and economic conditions, the needs and priorities of its people, and the nature of its government. Foreign policy goals maintain and promote the favorable position and security of the nation, and set standards of interaction with foreign nations for its organizations, corporations and individual citizens.
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"> ➤ Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy (SS09-GR.HS-S.4-GLE.1-EO.b,c; IQ.3) (SS09-GR.HS-S.4-GLE.3-EO.a,b,c,d; IQ.2,3) ➤ Predict and draw conclusions about the global impact of cultural diffusion (SS09-GR.HS-S.2-GLE.3-EO.f) ➤ Investigate foreign policy issues and propose alternate plans (SS09-GR.HS-S.4-GLE.3-N.2) ➤ Gather and analyze data from multiple sources to find patterns and create hypotheses on foreign policy (SS09-GR.HS-S.4-GLE.3-N.1)



<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 United States Government and its citizens play a significant role in regulating the nation's economy and engaging in public policy decisions. ➤ The United States is characterized as a capitalistic system which is dictated by the economic transactions of individuals and groups.
<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"> ➤ Creating a newscast that demonstrates the social and economic conditions and priorities of the people related to an ongoing domestic or foreign issue (such as gun control, immigration, civil rights, worker's rights, taxation, voting rights and free trade).

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.).

Students will create a newscast that demonstrates the social and economic conditions, and priorities of the people related to an ongoing domestic or foreign issue (such as gun control, immigration, civil rights, worker's rights, taxation, voting rights and free trade).

In groups, students will research and determine landmark U.S. governmental policy decisions in the last 75 years as they relate to social, political and economic issues. For each of these policies and decisions, students will explore and report on the historical context, the social and economic conditions that influenced those policies, and the needs and priorities of the American public during that time.

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.

Are you ready for an excellent adventure? Welcome to "TTN Network!" You and your crack news team are in charge of producing the next award-winning episode of our show TIME TRAVEL NEWS. Your team must investigate one domestic or foreign issue (e.g., gun control, immigration, civil rights, worker's rights, taxation, voting rights, free trade, child labor) and trace the history of U.S. policy decisions and the social/economic conditions that precipitated the decisions. As any exemplary news team knows, historical/social context is critical to understanding policy decisions and their outcomes.



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

- <http://www.realclassroomideas.com/resources/graphic+organizers-wordbank.pdf> (Word Bank graphic organizer)
- <http://www.eslpages.com/samplesheets/samplewordbanksheets.htm> (Word bank worksheet)
- <http://www.realclassroomideas.com/resources/graphic+organizers-vocabcards.pdf> (Vocabulary graphic organizer)
- <https://educlipper.net/> (Create a digital portfolio on eduClipper)
- <http://www.eduplace.com/graphicorganizer/pdf/5Ws.pdf> (The five w's graphic organizer)
- Students will create a word wall to visualize important vocab throughout the unit.
- Students will determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text [CCSS.RH-11-12.4](#)

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 will keep a digital current events portfolio throughout the unit, to include news articles, editorials, essays, etc. With each entry to the portfolio, students will write a paragraph outlining the [5 W's](#) for that entry.

Think and work like a politician selecting appropriate evidence to build and defend national and international policy decisions.

Provide any other relevant information for the students' instructions.

A structure for a newscast script should be provided for 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.

The classroom may be set up as a newsroom. This may include creating a Newsroom logo and a news desk. Students could analyze various types of credible and no so credible newscast. There is an option to film the newscast outside of class-time and the newscast is presented during instructional time.

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

Students should bring the items necessary for the newscast. These might include flash drives, notebooks, iPhones to research policies, computers, photos, poster boards, scripts, costumes, props, etc. The students should also have materials ready if they intend to pass out items.

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

Students should have paper and pencil to take notes on each of the newscasts. Students need to bring all the materials that they will need to present their newscast, to include, flash drives with information, posters, props, and students should be encouraged to dress appropriately for the presentation.

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 the discretion of the classroom teacher.

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 newscasts. 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.

N/A

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.)?

Educator should meet with the teams as often as he/she believes is necessary in order to monitor progress and provide necessary instruction.

During the newscasts, the educator should use the rubric to determine score and cooperative group rubric for group process skills.

Upon Completion of the Performance Assessment

What does the educator need to collect from the student?

Teachers should collect all materials necessary to review how they grade the newscast, specifically the script created. Also, teachers should collect any information that was missed during the newscast or any material that could be considered objectionable.

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

This should be left to teacher discretion, but a classroom discussion of the domestic and foreign policies should be conducted. The discussion demeanor should be free-flowing and supportive. Questions should be asked that are open and not leading, to allow students to answer questions without becoming defensive.

Other students should be able to ask questions of the newscasters, too. The questioning format needs to be formal in its format, to teach students how to be inquisitive, without being confrontational.

A self-assessment could be created as well a peer feedback.



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

Upon finishing a newscast, groups will be responsible for their props and technical equipment. The newscast setting should be returned to its original state.

Other relevant information for the educator's instructions:

A discussion of newscasts should be conducted to consider the continuity between subjects and speakers. Another discussion of dress and demeanor needs to be provided to students also. Topics from what's appropriate, to chewing gum should be discussed, along with word choice and eye contact while students are speaking.

The audience needs to have a task while the groups are delivering their newscasts. Whether it is an exit ticket, questions, rubric, peer assessment, or notes, to be turned in at a later date, think about how to keep the audience engaged.

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.

- Possible option would be a news desk for all groups to use.
- An outline/script from each of the groups of their presentation, to help the teacher and students follow along.
- Instruction sheets
- Rubrics for students to know what the criteria are for the performance assessment



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 need to be made for students who are learning English. One suggestion is to have these students come in during lunch or after school to deliver their newscast. Another suggestion for this population is to have them create a poster board of their newscast to present in a gallery walk.
- Students may be provided with examples of key events. Additionally, if necessary, students may use a teacher provided scripted outline to complete their newscast.
- Students may be assigned roles such as director, writer, prop and/or costume designer, actor, editor; however, everyone needs to do some research
- Students may be provided with opportunities to select certain aspects of the production of the newscast such as the advertisements, or they may choose to storyboard (paper/pen task) the newscast

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 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 US's foreign and domestic policies

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.

