

# Sample Performance Assessment

**Content Area:** Reading, Writing & Communicating

**Grade Level:** Six (6)

**Instructional Unit Sample:** Take a Stand

**Colorado Academic Standard(s):** RWC10-GR.6.S.1-GLE.1, RWC10-GR.6-S.2-GLE.1, RWC10-GR.6-S.2-GLE.2, RWC10-GR.6-S.2-GLE.3, RWC10-GR.6-S.4-GLE.1, RWC10-GR.6-S.4-GLE.2

**Concepts and skills students' master:**

- Conduct a short research project (RWC10-GR.6-S.4-GLE.1-EO.a)
- Glean evidence from literary or informational text to support analysis, reflection and research. (RWC10-GR.6-S.4-GLE.1-EO.c)
- Work as an individual, small group, and large group (RWC10-GR.6-S.4-GLE.1-N2; IQ.5)
- Choose an appropriate question or issue to research. (RWC10-GR.6-S.4-GLE.1-N.3)
- Select an appropriate method to conduct research (RWC10-GR.6-S.4-GLE.1-RA.4)
- Utilize available resources including graphs, charts and other access features (RWC10-GR.6-S.4-GLE.1-IQ.1.2)
- Hold themselves and others accountable for sharing the work load(RWC10-GR.6-S.4-GLE.1-IQ.1.5)
- Compromise and negotiate in small and large groups (RWC10-GR.6-S.4-GLE.1-RA.3)
- Recognize that assumptions shape peoples thinking(RWC10-GR.6-S.4-GLE.1-IQ1)
- Integrate information presented in different media or formats (RWC10-S.2-GLE.2-EO.c.i)
- Trace and evaluate arguments (RWC10-S.2-GLE.2-EO.c.ii)
- Follow established criteria for evaluating accuracy, validity, and usefulness of information (RWC10-GR.6-S.4-GLE.1-EO.c.i)

## Unit Description

In this 6-8 week unit, [Take a Stand](#), students will research and explore a variety of controversial topics and, through collaboration during the research process, begin to understand how biases and assumptions influence people's perspectives. Students will work in collaborative groups throughout the research process and participate in discussions and debates to demonstrate their understanding of how bias and assumptions influence our perspectives on issues and, therefore, influence our arguments. The unit will culminate with teams of students participating in debates or mock trials in which they argue whether a policy, a rule, or a practice is the right thing to do – a “just” or “unjust” action. Think: “Fracking on Trial” or “Hormones in Beef Cattle on Trial.”

## Performance Assessment Description

Students will participate in a debate regarding a controversial issue in social studies, science, or current events in which they demonstrate mastery over research and analysis of different biases and assumptions in the different arguments.



\*This performance assessment is a debate/mock trial. Prior to this assessment an opportunity exists for the teacher to assess information and persuasive genres. Such assessment would allow writing and composition standards to be addressed.



### RUBRIC: TAKE A STAND

	<b>Above Mastery</b>	<b>Mastery of Grade Level Standards</b>	<b>Approaching Mastery</b>	<b>Novice</b>	
<b>Scoring Criteria</b>	4	3	2	1	Weight
<b>Introduction</b>	The debaters craft a creative claim which takes a clear stance on the topic.	The debaters introduce a claim by showing an attempt to convince the audience to agree with the claim.	Introduction is missing either a claim or a stance.	Introduction is missing.	1
<b>Organizational Structure</b>	All arguments were clearly tied to an idea or premise and were organized in a tight, logical fashion.	Most arguments were clearly tied to an idea or premise and were organized in a tight, logical fashion.	Arguments were clearly tied to an idea but the organization was sometimes not clear or logical.	Arguments were not tied to an idea.	2
<b>Elaboration</b>	Every major point was well supported with several relevant facts, statistics, and/or examples. All information presented in this debate was clear, accurate, and thorough.	Every major point was adequately supported with several relevant facts, statistics, and/or examples. Most information presented in this debate was clear, accurate, and thorough.	Some points were supported well, others not. Some information was accurate but there were some minor inaccuracies.	Reasons or evidence is missing. Information had some major inaccuracies OR was usually not clear.	3
<b>Cite Textual Evidence</b>	Credible, text-based citations support the debater's stance. The team clearly understood the topic in-depth and presented their information forcefully and convincingly.	Credible, text-based citations demonstrate an understanding of the topic. The team clearly understood the topic in-depth and presented their information with ease.	Citations are loosely connected to reason or argument. The team seemed to understand the main points but didn't present with ease.	Citations are missing or confusing. The team did not show an adequate understanding of the topic.	2
<b>Conclusion</b>	Crafts a concluding statement or section, following the argument, which enhances the claim.	Provides a concluding statement or section, which restates the claim or stance.	Provides a concluding statement.	No concluding statement is evident.	1



<b>Presentation Style</b>	Establishes and maintains the formal style using academic/technical vocabulary, as well as descriptive words and phrases and/or sensory details. Team consistently used gestures eye contact, tone of voice, and a level of enthusiasm in a way that kept the attention of the audience.	Establishes and maintains a formal style. Includes appropriate vocabulary. Team usually used gestures eye contact, tone of voice, and a level of enthusiasm in a way that kept the attention of the audience.	Attempts a formal style, but at times falls into a more informal way of writing, as if talking to a friend rather than composing an essay. One or more members of the team had a presentation style that sometimes used gestures eye contact, tone of voice, and a level of enthusiasm in a way that kept the attention of the audience.	Style provides limited effectiveness. Presentation style did not keep the attention of the audience.	3
<b>Respect for Other Team</b>	All statements, body language, and responses were respectful and were in appropriate language.	Statements and responses were respectful and used appropriate language, but once or twice body language was not.	Statements, responses and/or body language were borderline appropriate. Some sarcastic remarks.	Statements, responses and/or body language were consistently not respectful.	1
				<b>TOTAL</b>	13



## Performance Assessment Development Template

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

I. CONTENT STANDARDS	
<b>Content Area: Reading, Writing, and Communicating</b>	
<b>Colorado Academic Standards</b> Specify the Colorado Academic Standard(s) that will be evaluated by the performance tasks. <a href="#">Colorado Academic Standards Online</a> (hold CTRL and click to visit the website)	RWC10-GR.6.S.1-GLE.1 RWC10-GR.6-S.2-GLE.1 RWC10-GR.6-S.2-GLE.2 RWC10-GR.6-S.2-GLE.3 RWC10-GR.6-S.4-GLE.1 RWC10-GR.6-S.4-GLE.2  RWC10-GR.6-S.3-GLE.1* RWC10-GR.6-S.3-GLE.2* RWC10-GR.6-S.3-GLE.3* (* This performance assessment is a debate/mock trial. Prior to this assessment an opportunity exists for the teacher to assess information and persuasive genres.)
<b>Grade Level(s)</b>	<b>6</b>
<b>Indicate the intended Depth of Knowledge (DOK) for this performance assessment.</b>	<input type="checkbox"/> DOK 1 <input type="checkbox"/> DOK 2 <input type="checkbox"/> DOK 3 <input checked="" type="checkbox"/> DOK 4
<b>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."</b>	<ul style="list-style-type: none"> <li>➤ Writers understand that compositions may be used to convey ideas, evoke emotion, persuade or entertain. Creative and colorful writing persuades and influences events.</li> <li>➤ Collaboration expands thinking and understanding by integration of others' ideas and perspectives.</li> <li>➤ The internet offers search engines and library databases that help users identify credible sources.</li> <li>➤ Contributing ideas and listening respectfully lead to greater buy-in and give society a larger understanding of views of group members.</li> </ul>



<b>Summary.</b> Provide a brief summary describing the task in the boxes below.	
<b>Performance Task Name</b> <b>Take a Stand (debate)</b>	<b>Brief Description of the Task</b> Students will participate in a debate regarding a controversial issue in social studies, science, or current events in which they demonstrate mastery over research and analysis of different biases and assumptions in different arguments.

<b>II. Claims, Skills, Knowledge &amp; Evidence</b>	
<b>Claims.</b> <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>	<b>Successful completion of this task would indicate...</b> <ul style="list-style-type: none"> <li>➤ The student recognizes personal assumptions and biases through research, discussion, and collaboration assist learners in becoming productive, open-minded citizens.</li> <li>➤ Students can gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions.</li> <li>➤ *Students can write informational and persuasive genres for intended audiences. Writing requires ideas, organization, and voice.</li> </ul>
<b>Skills.</b> <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>	<b>Student should be able to...</b> <ul style="list-style-type: none"> <li>➤ Conduct a short research project (RWC10-GR.6-S.4-GLE.1-EO.a)</li> <li>➤ Glean evidence from literary or informational text to support analysis, reflection and research. (RWC10-GR.6-S.4-GLE.1-EO.c)</li> <li>➤ Work as an individual, small group, and large group (RWC10-GR.6-S.4-GLE.1-N2; IQ.5)</li> <li>➤ Choose an appropriate question or issue to research. (RWC10-GR.6-S.4-GLE.1-N.3)</li> <li>➤ Select an appropriate method to conduct research (RWC10-GR.6-S.4-GLE.1-RA.4)</li> <li>➤ Utilize available resources including graphs, charts and other access features (RWC10-GR.6-S.4-GLE.1-IQ.1.2)</li> <li>➤ Hold themselves and others accountable for sharing the work load(RWC10-GR.6-S.4-GLE.1-IQ.1.5)</li> <li>➤ Compromise and negotiate in small and large groups (RWC10-GR.6-S.4-GLE.1-RA.3)</li> <li>➤ Recognize that assumptions shape peoples thinking(RWC10-GR.6-S.4-GLE.1-IQ1)</li> <li>➤ Integrate information presented in different media or formats (RWC10-S.2-GLE.2-EO.c.i)</li> <li>➤ Trace and evaluate arguments (RWC10-S.2-GLE.2-EO.c.ii)</li> </ul>



	<ul style="list-style-type: none"> <li>➤ Follow established criteria for evaluating accuracy, validity, and usefulness of information (RWC10-GR.6-S.4-GLE.1-EO.c.i)</li> </ul>
<p><b>Knowledge.</b> 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><b>Student should know/understand...</b></p> <ul style="list-style-type: none"> <li>➤ The advantages of compromises and negotiation (RWC10-GR.6-S.4-GLE.1-RA.3)</li> <li>➤ The research process across all content areas. (RWC10-GR.6-S.4-GLE.1-N.1)</li> <li>➤ Historians’ use of situational, contextual, and temporal evidence. (RWC10-GR.6-S.4-GLE.2-RA.3)</li> <li>➤ Methods for assessing the credibility of a source or resource (RWC10-GR.6-S.4-GLE.2-EO.a-e)</li> <li>➤ Tools to use in a small group to organize discussion (RWC10-GR.6-S.1-GLE.1-IQ.5)</li> <li>➤ The value and use of electronic resources and hyper-text, quick search features to find information on unfamiliar topics. (RWC10-GR.6-S.2-GLE.3-RA.2.3)</li> <li>➤ Steps to take to help monitor research for fairness and bias. (RWC10-GR.6-S.4-GLE.3-RA.3; N.1, 2)</li> <li>➤ Strategies for individual, small group and large group projects (RWC10-GR.6-S.4-GLE.1-N.2; IQ.5)</li> </ul>
<p><b>Evidence.</b> What can the student do/produce to show evidence of the above knowledge and skills?</p>	<p><b>Student will show evidence of skills and knowledge by...</b></p> <ul style="list-style-type: none"> <li>➤ Students will participate in discussions and debates to demonstrate their understanding of how bias and assumptions influence our perspectives on issues.</li> <li>➤ *Students will write a multi-paragraph persuasive text that introduces claims, cites textual evidence, and organizes the reasons and evidence clearly.</li> </ul>

### 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 will work with a group of students to research a controversial topic to gain understanding of how biases and assumptions influence people’s perspectives. You will use the information you find to participate in a debate to argue whether a policy, rule or practice is the right thing to do—a “just” or “unjust” action. You will be evaluated using a rubric.



**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.**

You and fellow members of your expert team have been asked to participate in a mock trial on whether a local policy, rule, or “way of doing” things (a “practice”) is the right thing to do. Is the policy, rule, or practice right? Fair? Just? You are asked to “take a stand” and debate an opposing expert team on the issue. You will need to work collaboratively with your teammates to reach decisions, research, and plan your side of the mock trial. You will also need to explore our own biases and assumptions on the topic so that you are considering different perspectives by understanding your own stance on the issue.

- Role: You are a member of a team of lawyers arguing for/against the “justness” of an issue.
- Audience: A judge and jury determining the “justness” of an issue.
- Format: Mock trial: opening/closing arguments of a trial.
- Topic: Issue in Social Studies/Civics, Science, or Current Events (teacher/student determined options)

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

Rubric

Note taking materials

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

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

N/A

**Explain what students need to do when they complete each task (e.g., submit work to the educator, move on to the next task, etc.).**

- After research is completed on both sides of an issue, students need to analyze and form an opinion and formulate a statement of belief.
- Student could write a persuasive multi-paragraph essay that provides evidence from both sides of a debate and supports one side of the issue. (This will meet RWC10-GR.6-S.3 and all elements within.)
- Work with team to determine member roles and craft argument.
- Perform debate.

**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.***

- Work in collaboration with school librarian to collect a variety of print materials/digital sources for students to access.
- Make copies of the rubric for students.
- Schedule time and date for debates to occur.

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

Rubric for students

Note-taking materials (matched to school’s writing process/curriculum)

- Paper
- Pencils
- Highlighters

Variety of print materials/digital resources

Printing capabilities for internet images and articles

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

- Pencil
- Notes taken on issue
- Rubric

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

N/A

***Should the educator keep track of time? If so, specify how much time the student will have to complete the performance assessment. Explain how the educator should keep track of and record time.***

6-8 week instructional unit. Teacher discretion should be used. Schedule time for research, collaborative work and debate.



***Will the educator need to video/audio record the students during the performance assessment session? If so, provide detailed instructions on how to set up the recording equipment.***

N/A

### **During the Performance Assessment Session**

***How should the educator respond to students' questions?***

Teacher should refer students to the rubric that was presented to students at the start of the unit.

The teacher should be available to students for questions and can answer any questions the students have.

***What should the educator do while the student is completing the tasks (e.g., should the educator make notes about the student's process, mark scores on rubrics, etc.)?***

The teacher should monitor student progress toward completion of task and redirect students if necessary.

### **Upon Completion of the Performance Assessment**

***What does the educator need to collect from the student?***

Collect student notes, data, and citing of sources.

\*Persuasive multi-paragraph writing.

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

Scored rubric.

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

N/A

**Other relevant information for the educator's instructions:**

This performance assessment is a debate/mock trial. Prior to this assessment an opportunity exists for the teacher to assess information and persuasive genres. Such assessment would allow writing and composition standards to be addressed.



### 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.)**

- Debate/mock trial will be scored using rubric.
- Persuasive multi-paragraph writing will be scored using district approved writing 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.**

- Debate: Elements of debate
- Mock Trial: Elements of trial, roles of lawyers, judge, etc.
- Note taking format
- Collection of controversial issues
- Collection of digital and print sources for students to use in research

### III.D. PERFORMANCE TASKS: Accommodations

**What are the requirements for this set of tasks? What accommodations might be needed? List all accommodations that might apply (e.g., accommodations for language, timing, setting, etc.).**

Accommodations determined according to individual student need.

Possible accommodations include:

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

### IV. EDUCATOR INFORMATION

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

ELA content-area teacher

OR

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



### **Performance Assessment Development Process**

The work of the Colorado Content Collaboratives is intended to support effective instructional practice by providing high quality examples of assessment and how assessment information is used to promote student learning.

The new Colorado Academic Standards require students to apply content knowledge using extended conceptual thinking and 21st century skills. Performance assessments have the highest capacity to not only measure student mastery of the standards but also provide the most instructionally relevant information to educators. Further, performance assessments can integrate multiple standards within and across content areas, providing educators a comprehensive perspective of student knowledge and giving students the opportunity to demonstrate the degree to which they understand and transfer their knowledge.

*Performance Assessment - An assessment based on observation and judgment. It has two parts: the task and the criteria for judging quality. Students complete a task (give a demonstration or create a product) and it is evaluated by judging the level of quality using a rubric. Examples of demonstrations include playing a musical instrument, carrying out the steps in a scientific experiment, speaking a foreign language, reading aloud with fluency, repairing an engine, or working productively in a group. Examples of products can include writing an essay, producing a work of art, writing a lab report, etc. (Pearson Training Institute, 2011)*

The Content Collaboratives worked closely with the [Center for Educational Testing and Evaluation from the University of Kansas](#) to establish protocols for the development of performance assessments and to use those protocols to develop performance assessments that include scoring rubrics. The Performance Assessment Development Process includes a collection of resources to aid schools and districts that choose to engage in locally developing performance assessments. These resources can be accessed in the CDE Assessment Resource Bank at <http://www.coloradopl.org/node/12765>.

**The Performance Assessment Development Process** is best utilized when intending to create an assessment for culminating assessment purposes such as a unit, end of course, end of semester, or end of year summative assessment. Additionally, a district, BOCES, or school may wish to create a common performance assessment that can be used across multiple classrooms. Engaging in the Performance Assessment Development Process serves as evidence that an educator is participating in valuable assessment work that aligns to the Colorado Academic Standards, district curriculum, and district goals.

The performance assessments developed by the Content Collaboratives serve as high-quality examples of performance assessments that can be used for a variety of purposes. Scores from these performance assessments are used at the discretion of the district or school.

