

# Sample Performance Assessment

**Content Area:** Social Studies

**Grade Level:** Fourth (4)

**Instructional Unit Sample:** Boom and Bust

**Colorado Academic Standard(s):**

SS09-GR.4-S.1-GLE.1-EO.b: Analyze primary source historical accounts related to Colorado history to understand cause-and-effect relationships (DOK 2-3)

SS09-GR.4-S.1-GLE.1-EO.c: Explain the cause-and-effect relationships in the interactions among people and cultures that have lived in or migrated to Colorado (DOK 1-2)

**Concepts and skills students' master:** Cause and Effect, Economic Incentive, Supply and Demand; Reasoning, Explaining, Identifying

## Unit Description

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This unit, [Boom and Bust](#), focuses on the human and social phenomenon of cycles of boom and bust. Colorado's dynamic history, unique physical geography, and diverse natural and human resources provide the content and context for the unit. Across the unit's 4-6 week duration, students will consider the social/cultural forces and resources that drive and/or sustain particular economic "booms." Likewise they will examine the factors (including limitations of physical resources/geography and the effects of human activity) that can facilitate economic "busts."

## Considerations:

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This unit starts with the clearest (and most concrete) example of a delineated major boom and bust – the fur trapping/trade industry (mountain men). From there, the unit moves on to mining and the gold/silver booms of the 1850s, which allows students to consider demand that is based on status (and scarcity). Consideration of the energy production/fuel extraction booms, up next in the unit, helps students understand how practices and products of our daily lives provide a continual demand for energy supply and new sources of fuel. The unit concludes with learning experiences that focus on the recreation/tourism boom in order to have students consider a boom obvious in their lifetime and to contemplate potential threats to its sustainability and factors that could contribute to its bust

## Performance Assessment Description

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As a newly hired/newly arrived worker in Colorado's mining, fur trade, energy, or tourism industry you will be corresponding with people "back home" to let them know about your new life and career in Colorado. In your correspondence you will be documenting your reasons for relocating (the "boom" that brought you to Colorado), your concerns (or lack of concerns) for the security of your job, and your thoughts on alternative work/jobs which you could pursue if you choose to remain in the state/territory.

### Product/Evidence:

Students will produce correspondence in forms that match the time period of their chosen occupation/field. They must justify their chosen medium! The correspondence will convey the industries/jobs that have brought people to Colorado as well as the stability/maintenance of these industries/jobs.



The correspondence may take the form of:

- Written letters
- Dictated telegrams <http://www.telegramsworldwide.com/send.php> (Create and send, via e-mail, authentic looking telegrams)
- A video/iMovie
- A series of e-mails
- An audio recording



### RUBRIC: Boom and Bust

	Above Mastery	Mastery of Grade Level Standards	Approaching Mastery	Novice	
<u>Scoring Criteria</u>	4	3	2	1	Weight
<b>Demonstration of Key Concepts</b>	Includes those in Mastery AND <ul style="list-style-type: none"> <li>• Identifies cause and effect relationships</li> <li>• Incorporates the role of resources on decision-making</li> </ul>	<ul style="list-style-type: none"> <li>• Formulates reasons for relocating for identified job</li> <li>• Explains concerns or lack of, for job security</li> <li>• Identifies alternative work/jobs</li> <li>• Utilizes key vocabulary from unit learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Provides reasons for relocating for identified job</li> <li>• Identifies concerns or lack of, for job security</li> <li>• Lists alternative work/jobs</li> <li>• Misuse of key unit vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies reasons for relocating for identified job</li> <li>• Lists concerns or lack of, for job security</li> <li>• No job alternatives provided</li> <li>• Lacks use of key unit vocabulary</li> </ul>	Local Decision
<b>Product</b>	<ul style="list-style-type: none"> <li>• Quality of work enhances the content</li> <li>• Persuades the audience about the new life and career</li> <li>• Product represents authenticity for time period</li> </ul>	<ul style="list-style-type: none"> <li>• Quality of work does not convey comprehension of the content</li> <li>• Informs the audience about the new life and career</li> <li>• Product chosen is appropriate for time period</li> </ul>	<ul style="list-style-type: none"> <li>• Quality of work reduces content comprehension</li> <li>• Message about life and career is not directed toward an appropriate audience</li> <li>• Chose a product from the list</li> </ul>	<ul style="list-style-type: none"> <li>• Quality of work interferes with content comprehension</li> <li>• New life and career are unclear</li> </ul>	Local Decision
<b>Written Composition</b>	Includes those in Mastery AND <ul style="list-style-type: none"> <li>• Organization, word choice, conventions enhances authenticity of product</li> </ul>	<ul style="list-style-type: none"> <li>• Organization facilitates comprehension of content</li> <li>• Grade appropriate conventions are used</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of organization to facilitate comprehension</li> <li>• Minor convention errors are present</li> </ul>	<ul style="list-style-type: none"> <li>• No organization apparent</li> <li>• Convention errors impact access of content</li> </ul>	Local Decision
				<b>TOTAL</b>	



## Performance Assessment Development Template

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

I. CONTENT STANDARDS	
<b>Content Area: Social Studies</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)	<b>SS09-GR.4-S.1-GLE.1-EO.b</b> Analyze primary source historical accounts related to Colorado history to understand cause-and-effect relationships (DOK 2-3)  <b>SS09-GR.4-S.1-GLE.1-EO.c</b> Explain the cause-and-effect relationships in the interactions among people and cultures that have lived in or migrated to Colorado (DOK 1-2)
<b>Grade Level(s)</b>	4 <sup>th</sup> grade
<b>Indicate the intended Depth of Knowledge (DOK) for this performance assessment.</b>	<input type="checkbox"/> DOK 1 <input type="checkbox"/> DOK 2 <input checked="" type="checkbox"/> DOK 3 <input 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>	Individuals recognize important events and can put them in chronological in order to understand cause and effect such as migration west and clashes with Native Americans; discovery of gold and the Gold Rush; the growth of cities and towns and the development of law; the development of the state Constitution; and prohibition of slavery.



<b>Summary.</b> Provide a brief summary describing the task in the boxes below.	
<b>Performance Task Name</b>  <b>Boom or Bust Performance Assessment</b>	<b>Brief Description of the Task</b>  <p>As a newly hired/newly arrived worker in Colorado’s mining, fur trade, energy, or tourism industry you will be corresponding with people “back home” to let them know about your new life and career in Colorado. In your correspondence you will be documenting your reasons for relocating (the “boom” that brought you to Colorado), your concerns (or lack of concerns) for the security of your job, and your thoughts on alternative work/jobs which you could pursue if you choose to remain in the state/territory.</p> <p>Students will produce correspondence in forms that match the time period of their chosen occupation/field. They must justify their chosen medium! The correspondence will convey the industries/jobs that have brought people to Colorado as well as the stability/maintenance of these industries/jobs.</p> <p>The correspondence may take the form of:</p> <ul style="list-style-type: none"> <li>➤ Written letters</li> <li>➤ Dictated telegrams <a href="http://www.telegramsworldwide.com/send.php">http://www.telegramsworldwide.com/send.php</a> (Create and send, via e-mail, authentic looking telegrams)</li> <li>➤ A video/iMovie</li> <li>➤ A series of e-mails</li> <li>➤ An audio recording</li> </ul>

<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>➤ Students understanding the role of cause and effect in decision-making</li> <li>➤ Students understanding economic incentives</li> <li>➤ Students understanding supply and demand</li> </ul> <p><b>Key Generalization:</b> Changing (or constant) values often bring about boom and bust economic cycles that shape/determine the future and direction of a state’s growth.</p>
<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>➤ Analyze cause and effect relationships between societal values/needs and individual lives, the physical environment, and the economy (SS09-GR.4-S.1-GLE.1-EO.c) and (SS09-GR.4-S.2-GLE.1-EO.d)</li> <li>➤ Define positive/negative economic incentives (SS09-GR.4-S.3-GLE.1-EO.a)</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 realities and impact of the Colorado Fur Trade and the Colorado Mining Industry (SS09-GR.4-S.1-GLE.1-EO.c,d; RA.1) and (SS09-GR.4-S.3-GLE.1-EO.b)</li> <li>➤ The definition of natural resources and its specific application to the physical regions and associated populations in Colorado and neighboring states (SS09-GR.4-S.2-GLE.1-EO.a,c)</li> <li>➤ The opportunity-cost relationship that exists in any economic decision (SS09-GR.4-S.3-GLE.2-EO.a,b; N.1)</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>➤ Completing the performance assessment at a proficient or above level as determined by using the provided unit rubric.</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.).**

Today you will be demonstrating the knowledge you've gained throughout our Boom and Bust unit. You will have access to the primary and secondary sources we've been using and to the materials you've created throughout the unit. There is a copy of the product rubric to guide you in creating your correspondence product.

First, you will be choosing a career from Colorado's mining, fur trade, energy, or tourism industry. Then you will decide which type of correspondence you will use to share about your new life and career with people "back home." Your product choice should be appropriate for the time period of your chosen career. In your correspondence you will be providing reasons for relocating to this job, you'll be describing your concerns or lack of concerns regarding your job security, and you will give examples of alternative jobs available in this new location.

**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.**

As a newly hired/newly arrived worker in Colorado's mining, fur trade, energy, or tourism industry you will be corresponding with people "back home" to let them know about your new life and career in Colorado. In your correspondence you will be documenting your reasons for relocating (the "boom" that brought you to Colorado), your concerns (or lack of concerns) for the security of your job, and your thoughts on alternative work/jobs which you could pursue if you choose to remain in the state/territory.



***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 receive the stimulus material including a copy of the rubric. They will have access to primary and secondary source documents and previously created materials/resources from unit learning to select textual evidence to use in their created correspondence.

***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 turn in completed correspondence to the teacher. (A script or outline should accompany a product of movie or audio recording).

An option is for the students to use the completed correspondence in an oral presentation.

***Provide any other relevant information for the students' instructions.***

Teacher needs to consider the forms of correspondence, the tools needed to complete certain forms (i.e. movie), and the time available for completion of task.

Based on these teacher considerations, modifications to the students' instructions need to be made. Students should be provided with a list of their product choices and a copy of the rubric before starting the task.

### **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.***

\*\*This performance task is expected to be done at the completion of all the unit learning experiences.

The teacher needs to make available primary and secondary sources related to the unit and the previous learning materials from the unit. Technology needs to be available for the movie, audio, and telegram product options.



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

The student needs to be provided the stimulus material, the rubric, a list of product choices, and access to product related materials/tools and primary and secondary sources.

The student will need access to technology to complete the movie, audio, or telegram product options.

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

The teacher provides access to technology, the primary and secondary sources, previous learning materials, and any materials needed to create the correspondence product.

If the students have kept their own portfolio of unit based previous learning materials, s/he should be allowed access to these materials during the assessment.

***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.***

A time limit could be considered, however some of the current product choices could require extended time to successfully complete (i.e. movie). Multiple sessions may be required to complete this assessment. Conformity of assessment time might want to be established across the grade level.

***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?***

The teacher is able to prompt the student to access the resources available from the primary and secondary sources and from the previous learning materials or in the student's unit portfolio.

***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.)?***

Roaming the room to ensure independent work, this allows a teacher to make observational notes of the student's progress if so desired, as well as interact with students to prompt them to access the resources available in the room or in the student's unit portfolio.



### Upon Completion of the Performance Assessment

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

The created correspondence product will be collected by the teacher.

Option: The students could self grade their task with the provided rubric and submit along with the product. (This includes an outline or script for products of audio recording and/or movie)

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

Unless students are giving oral presentations only effort based comments are offered at the conclusion of the session.

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

Students are responsible for cleaning up after creating their product.

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

N/A

### III.C. PERFORMANCE TASKS:

#### Other Considerations

***How will students' responses be recorded? Describe how evidence will be collected about each student's performance (e.g., student submits a work product, educator records information about the student's process, etc.)***

Students will turn in a correspondence product in accordance with the options provided at the start of the assessment and scored with the provided rubric. If the teacher chooses to keep observational notes during the assessment these comments can also be utilized as student record.

***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 student stimulus material and the rubric are provided. Technology may need to be provided.



### III.D. PERFORMANCE TASKS: Accommodations

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

- The product choices create an environment for student choice and/or adaption to meeting individual student needs.
- It may be necessary for students to present orally rather than in writing. The presentation can be video-taped or recorded.
- Extended time will be given to students who do not finish the assessment in the given amount of time.
- Directions need to be given in the student's home language.
- Breaks will be given to students when necessary.
- Directions and assessment can be given in a small group/individual setting.
- Correspondence can be created digitally.(GT/SPED support)
- Opportunities for higher level work are provided in the exceeding expectations part of the rubric.
- Presentation can be video-taped or given to a small group or teacher.

### 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 be a 4<sup>th</sup> grade content expert. The evaluator does not need to be the teacher of the unit, but should have understanding of 4<sup>th</sup> grade expectations 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.

