



Reviewing Performance Based Assessments





The Four Cs

- *Critical Thinking*
- *Creativity*
- *Communication*
- *Collaboration*

Performance Task Template

Cover the targeted learning goals.

Through what authentic performance task(s) will students demonstrate understanding/proficiency?

Task Prompt (GRASPS)

What student products/performances will provide evidence of desired understanding/proficiency?

By which primary criteria will student products/performances be evaluated?

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and the Learning Goal was

Students will understand the causes and effects of the Civil War.

Museum Display *(revised)*

You are part of a team opening a new museum on The Civil War designed to inform and engage visitors. Your task is to select 3-4 decisive trends and/or events that caused the war and 3-4 significant effects of the war. Provide a sketch of each exhibit including a visual flowchart/timeline of cause and effect. Develop a virtual or real model of one of the exhibits. (An individual exhibit might be devoted to more than one cause, effect, or combination). You must convince the Museum Directors to include your display, using whatever media will best make your case.

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Primary Criteria

- historically accurate
- key causes identified
- key effects identified
- justified choices

Secondary Criteria

- effective communication using selected media
- craftsmanship of products (timeline/flowchart & model)

Depth of Knowledge (DOK)

Level 1 involves the recall of basic information or performance of a simple skill or procedure. Level 1 only requires students to demonstrate a rote response, use a well-known formula, follow a set procedure, or perform a clearly defined series of steps. Reading at Level 1 requires only a shallow understanding of text and often verbatim recall.

Depth of Knowledge (DOK)


Level 2 includes the engagement of some mental processing beyond recalling. The learner must make some decisions as to how to approach the question or task. The response usually involves more than one step. Reading at Level 2 requires basic comprehension and some processing of text.

Depth of Knowledge (DOK)


Level 3 requires planning, strategic thinking, reasoning, and using evidence. The cognitive demands at Level 3 are complex and abstract. The complexity does not result only from the fact that there could be multiple answers, but because the multi-step task requires explanation or justification. Reading at Level 3 requires synthesis and critical analysis.

Depth of Knowledge (DOK)

Level 4: The tasks at this level are complex and will likely extend over time. They call for sophisticated thinking and deeper levels of understanding. Some degree of originality or creativity may be required to solve a complex problem. Writing at this level demonstrates a distinct voice that presents fresh perspectives on the theme or topic.

Inauthentic vs. Authentic 
(Examples)

<i>Inauthentic</i>	<i>Authentic</i>
<ul style="list-style-type: none">✗ Fill in the blank.✗ Select an answer from a set of given choices.✗ Answer questions at end of chapter.✗ Solve contrived problems.	<ul style="list-style-type: none">☑ Write purposefully.☑ Conduct scientific investigation.☑ Debate issues.☑ Conduct primary research.☑ Interpret literature.☑ Solve "real-world" problems.

Adding It Up... 

- meaningful context
- genuine purpose
- target audience
- realistic constraints
- ✚ • product/performance

Authentic Task

Two Dimensions of Authenticity



Real-World
Application



Students' Interests
and Experiences

Example:

The Best Deal




Your friend has told you that he has just upgraded his cell phone plan with BS&S. The plan offers unlimited calls and texts for a fixed monthly fee.

Your current plan is based on a price per call (in minutes) and text (mbs). He insists that his new plan is the best plan available, and you should choose this same plan.

Is he correct in his assumption that this is the best plan for you? Why or why not? Explain your position, cite your mathematical reasons, and show tables, graphs, and equations to support your recommendation.

What is Understanding?



Think like a juror! 

Students should be presumed innocent of understanding until convicted by evidence!

Someone who *really* understands

- ✓! Apply
- ✓! Connect
- ✓! Create
- ✓! Explain
- ✓! Interpret
- ✓! Justify
- ✓! Predict
- ✓! Solve
- ✓! Teach
- ✓! Troubleshoot

Someone who knows a lot but doesn't understand

- +! Recall
- +! Identify
- +! Retell
- +! State
- +! Regurgitate
- +! Plug in

Application

- ✓! Apply
- ✓! Connect
- ✓! Create
- ✓! Predict
- ✓! Question
- ✓! Solve
- ✓! Troubleshoot

Explanation

- ✓! Explain
- ✓! Interpret
- ✓! Justify
- ✓! Teach

Example:

State Tour



The state department of tourism has asked for your help in planning a four-day tour of Virginia for a group of foreign visitors.

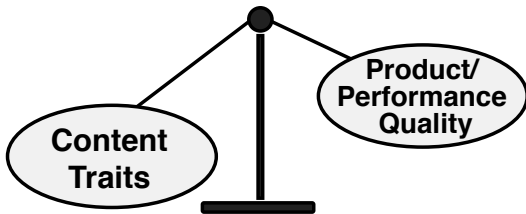
Plan the tour to help the visitors understand the state's history, geography, and key economic assets.

You should prepare a map showing the itinerary. Include an explanation of *why* each site was included on the tour.

Implications for Rubrics



• *Evaluative criteria are derived from the goals!*




A Cautionary Note




Don't evaluate any aspect of a task that you haven't asked for in the prompt.

Reviewing Performance Tasks

[REDACTED]		
Written	Visual	Oral
Essay	Poster	Teach a Lesson
Executive Summary	Concept Map	Executive Summary
Letter to Editor	Political Cartoon	Book Talk

Example:  **What's Your Position?**

After reading _____ (literature or informational texts), write _____ (essay or substitute) that compares _____ (content) and argues _____ (content). Be sure to support your position with evidence from the texts.

Example:  **Drone On...**

Should drones be regulated?
After researching possible commercial uses of drones and examining various opinions on the issue, develop your own position and develop a (policy brief, editorial, blog) that argues for your position. Support your position with evidence from your research, while acknowledging competing views.

Stage 2 –!Design Template

Performance Tasks

Since our class has been learning about nutrition, you have been asked to create an illustrated brochure to teach about the importance of good nutrition for healthful living. Your brochure should explain a balanced diet and show the difference between healthy and unhealthy eating. Show at least two health problems that can occur as a result of poor eating.

Differentiation in UbD - Stage 2

- *Goal - explain "healthy" eating*
- *Role - student teaching primary kids*
- *Audience - grades K - 2*
- *Scenario - "teach a lesson"*
- *Product/ - picture book*
Performance - oral explanation

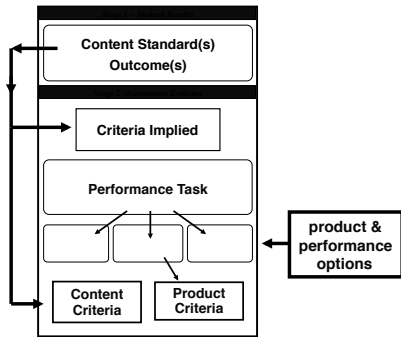
Differentiation in UbD - Stage 2

- *Goal - explain "healthy" eating*
- *Role - student informing peers*
- *Audience - grades 5 - 8*
- *Scenario - "teach a lesson"*
- *Product/ - illustrated brochure*
Performance - written + oral explanation

Differentiation in UbD - Stage 2

- Goal - explain "healthy" eating
- Role - expert informing teens/adults
- Audience - teens and adults
- Scenario - informative brochure
- Product/ - written brochure w/
Performance - written explanation

Differentiation Within Assessment



Example:

Day Care Center

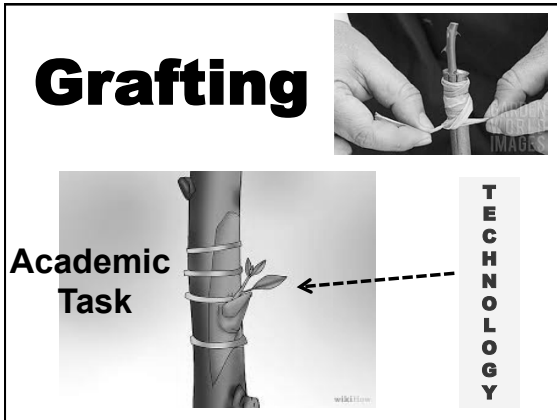


You have been hired by a day care agency to fence in an area to be used for a play area. You have been provided with 60 feet of fencing (in 4 sections) and a 4 gate.

Your task is to set the fence so the children will have the maximum amount of space in which to play.

Submit your plan for the playground area. Include a diagram, your calculations, and an explanation of why this is the best design.

Grafting



Academic Task

T E C H N O L O G Y

Grafting technology onto a traditional task

Traditional task:
Write a book report on *A Sick Day for Amos McGee* following the given format.

Grafted Version

You have been asked to submit a book review for *A Sick Day for Amos McGee* to post on the Bookhooks website. Thousands of kids visit this website to find out about books that they might like to read. Your review should summarize the basic plot, discuss the strengths and weaknesses of the writing, and make a recommendation. Before you begin, review other students' book reviews at www.bookhooks.com/browse.cfm to see what makes an effective review.

Scoring Rubric for the Use of the Semicolon

- 3
 - !Correct symbol (;)
 - !Appropriately applied
- 2
 - !Either (,) or (.)
 - !Appropriately applied
- 1
 - !Correct symbol (;)
 - !Inappropriately applied
- 0
 - !Incorrect symbol (;)
 - !Inappropriately applied
