

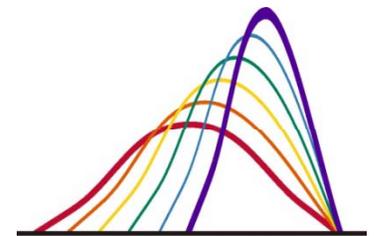
Making Standards Work

**Presented by
Center for Performance Assessment
www.makingstandardswork.com
(800) 844-6599**



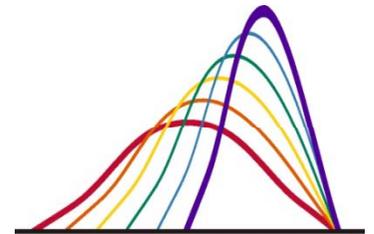
Our Learning Objectives

- 1. Learn rationale and process for narrowing standards and indicators to the essentials – Power Standards**
- 2. “Unwrap” standards and indicators to identify critical content and skills**
- 3. Identify Big Ideas (key concepts) we want students to remember**



Our Learning Objectives

4. **Write Essential Questions to guide instruction and assessment**
5. **Explore reasons why performance assessments are so powerful for improving student learning**
6. **Design performance assessment tasks matched to Essential Questions**



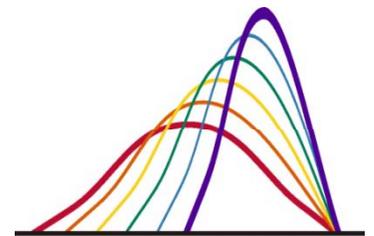
Our Learning Objectives

- 7. Look for interdisciplinary connections**
- 8. Write Engaging Scenarios to motivate students**
- 9. See compelling research that supports writing and performance assessment**
- 10. Create task-specific scoring guides to measure student proficiency on performance tasks**



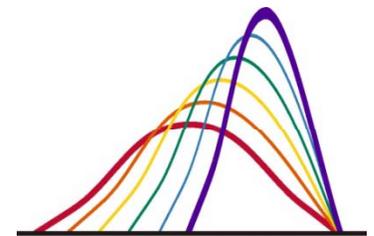
Learning Objectives

- | **The learning objectives will appear again as they relate to the specific parts of the handout**
- | **All 10 learning objectives will be accomplished by the conclusion of the *Making Standards Work* seminar**



Handout Organization

- | **Five sections, each one with PowerPoint and related supporting documents:**
 - 1. Introduction**
 - 2. Power Standards**
 - 3. “Unwrapping” Standards**
 - 4. Performance Tasks and Engaging Scenarios**
 - 5. Scoring Guides (Rubrics)**



Agenda

| Day One:

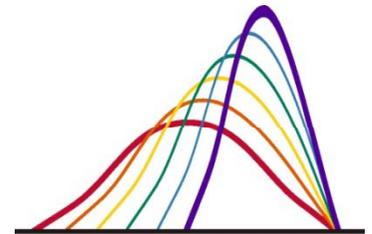
- Introduction to *Making Standards Work*
- Part 1: Power Standards
- Part 2: “Unwrapping” Standards

| Day Two:

- Part 3: Performance Tasks and Engaging Scenarios

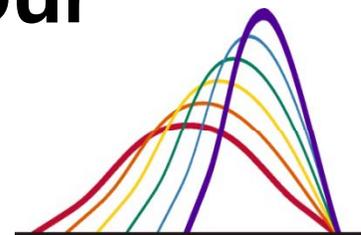
| Day Three:

- Part 4: Scoring Guides (Rubrics)



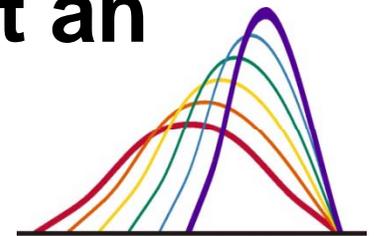
What You Will Leave With

- | **Intellectual understanding AND experiential understanding**
- | **First drafts of “unwrapped” standards-based performance assessments**
- | **Resources to support using performance assessments in your instructional program**



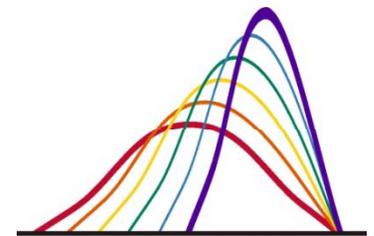
When Learning Something New

- | **New information must be integrated with existing understanding**
- | **Paradigm shifts can be uncomfortable**
- | **Takes time to assimilate new information in ways that make sense**
- | **A *process* of understanding, not an event!**



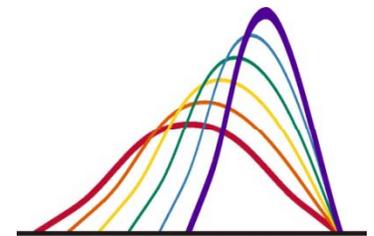
Norms for Professional Meetings

- | **Courtesy toward others and presenter**
- | **Cell phones and pagers in off position**
- | **Active listening and participation**
- | **Collaboration**



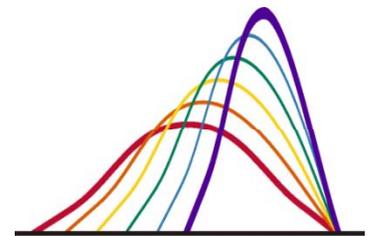
Operational Definitions

- | **What is your current understanding of the following standards-related terms?**
 - **Standards**
 - **Indicators**
 - **Benchmarks, sub-skills, objectives, learning outcomes, proficiencies, etc.**
 - **What is *your* state's term?**



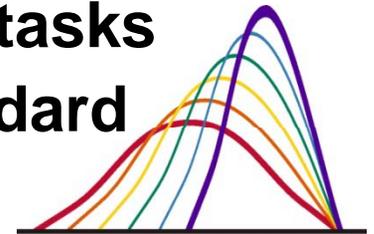
Operational Definitions

- | **What is your current understanding of the following standards-related terms?**
 - **Scoring Guides**
 - **Performance Tasks**
 - **Performance Assessment**
 - **Proficiency**
 - **Anchor Papers**

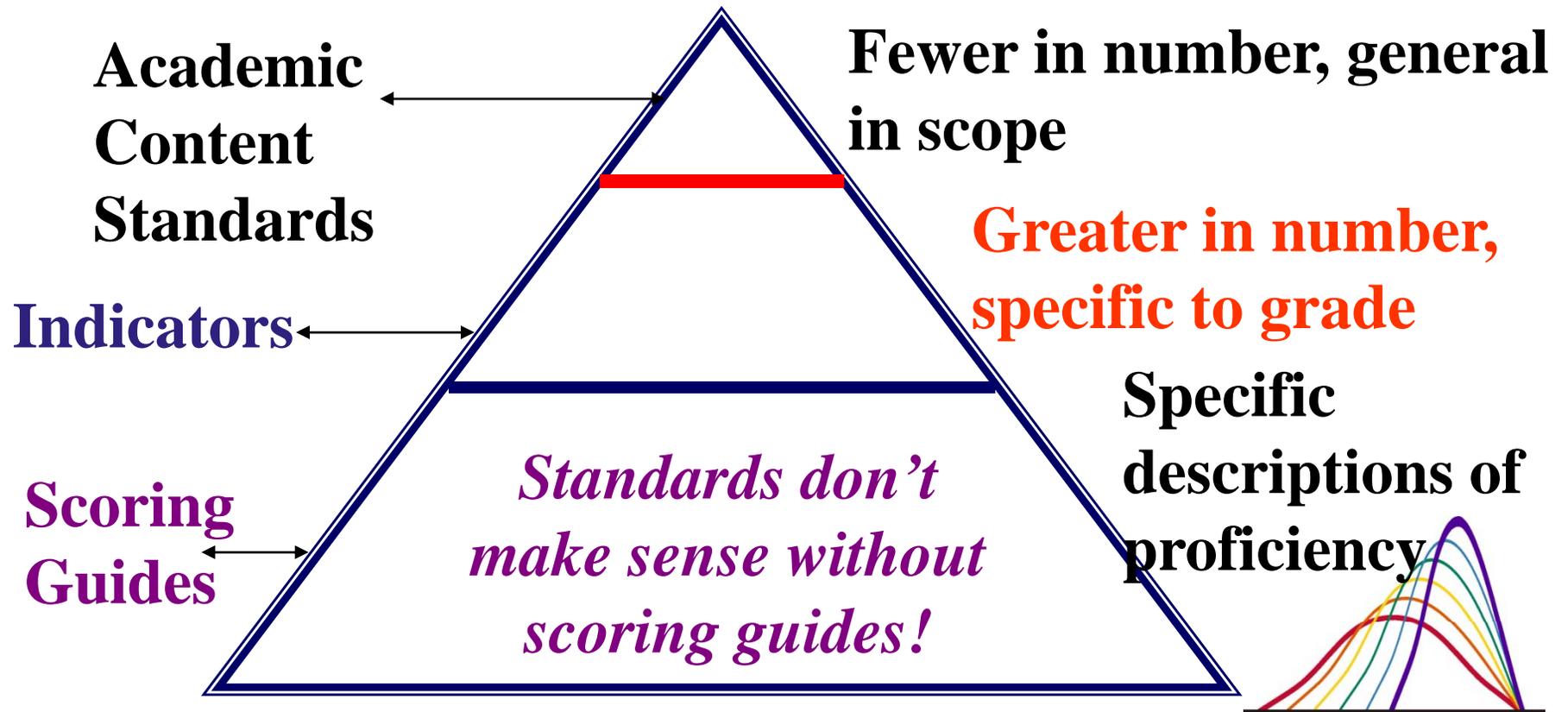


Standards Terms and Definitions

- | ***Academic Content Standards***
 - General statements of what students should know and be able to do
- | ***Indicators (Benchmarks, Sub-skills)***
 - Specific learning expectations for particular grade level or grade span
- | ***Scoring Guides (Rubrics)***
 - Specific descriptions of proficiency on tasks
 - Provide evidence that student met standard



How Terms Relate



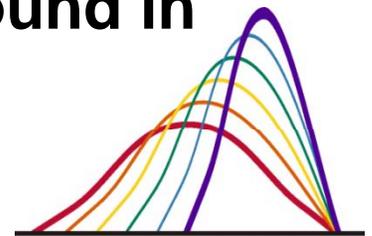
Standards Terms and Definitions

| *Performance Task*

- A *single* evaluation or activity used to determine student progress toward attainment of standard(s) and indicators

| *Performance Assessment*

- A *collection* of related performance tasks that students do to develop their own understanding of concepts and skills found in the standards and indicators



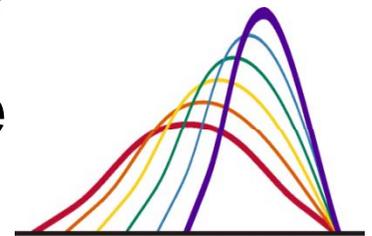
Standards Terms and Definitions

| *Proficiency*

- The level of performance students must meet to demonstrate attainment of standard(s) and indicators

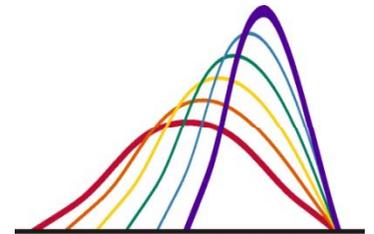
| *Anchor Papers*

- Student-produced work samples at exemplary and proficient levels of performance on the scoring guide



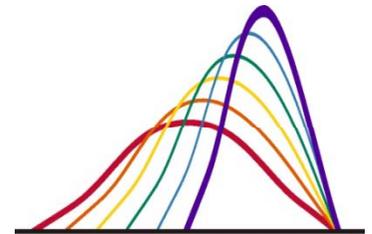
Other Standards Terms and Definitions

- | Please refer to *Glossary of Standards-based Terms and Performance Assessment Vocabulary*
- | Both lists located in Introduction's supporting documents, pages 11-15



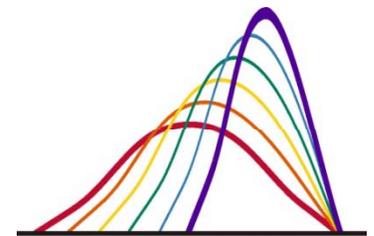
Performance Assessment Design Steps

1. **Select standard(s) and indicators**
2. **“Unwrap” those standards and indicators**
3. **Determine the Big Ideas**
4. **Write the Essential Questions**
5. **Plan the performance tasks**
6. **Find interdisciplinary connections**
7. **Create the Engaging Scenario**
8. **Write the scoring guides**



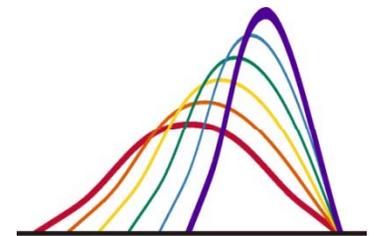
Completed Performance Assessment

- | **Sample of what you will create by the end of this workshop**
- | **Please refer to Sample Performance Assessment in Introduction's supporting documents, pages 16-32**



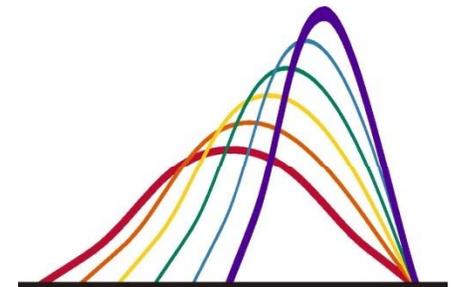
Performance Assessment Scoring Guide

- | **Criteria matched to our Performance Assessment model**
- | **Use as guideline for completion and evaluation of performance assessments**
- | **Please refer to *Performance Assessment Scoring Guide* in Introduction's support documents, pages 33-34**



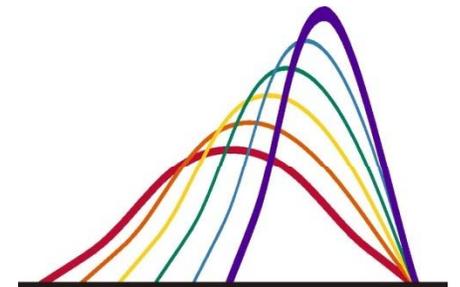
Questions and Discussion

**Any questions regarding the
agenda and planned seminar
activities?**



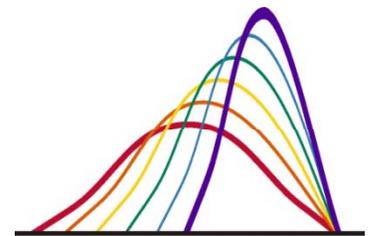
Part 1: Power Standards

**Narrowing Standards to
“The Essentials”**



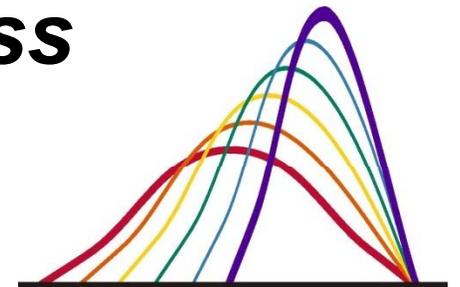
Our Learning Objective

- 1. Learn rationale and process for narrowing standards and indicators to the essentials – Power Standards**



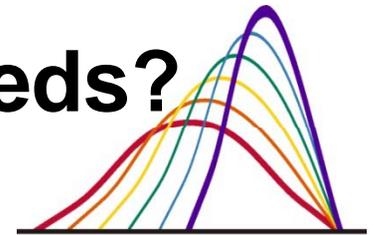
Ever Wondered This?

So many standards, so little time! How can teachers effectively teach and assess them all?



Depth of Understanding Is the Goal

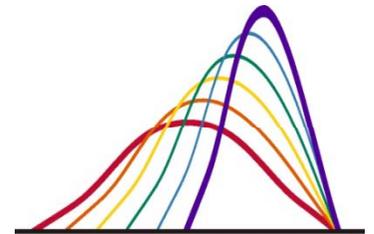
- | Isn't depth of a fewer number of key concepts preferable to "covering" superficially every concept in the book?
- | Historically in U.S., curriculum has been "inch deep, mile wide"
- | Wouldn't "inch wide, mile deep" better meet student learning needs?



The International Challenge

TIMSS

- | **Third International Math and Science Study (www.TIMSS.org)**
- | **8th Grade**
 - **Math – U.S. 28th out of 41**
 - **Science – U.S. 17th out of 41**
- | **4th Grade – U.S. 2nd**
- | **What Happened?**



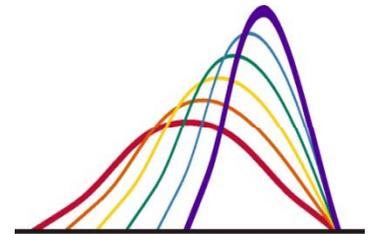
TIMSS Report (New Information Added)

| Math Topics

- US – 78 in 180 days
- Japan – 17 in 253 days
- Germany – 23 in 220 days

| Length of Textbooks

- U.S. 4th grade math--530 pages
- International math--170 pages
- U.S. 4th grade science—397 pages
- International science—125 pages



Deciding What to Teach Within Time Allotted

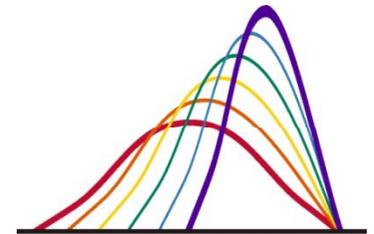
- | **“Given the limited time you have with your students, curriculum design has become more and more an issue of deciding what you won’t teach as well as what you will teach. You cannot do it all. As a designer, you must choose the essential.”**

Heidi Hayes Jacobs, 1997



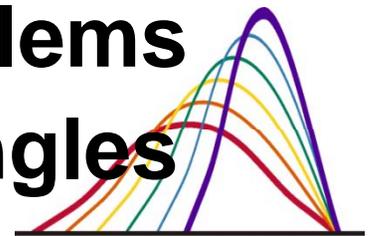
Power Standards

- | **All standards and indicators are not equal in importance!**
- | **Make room for the essentials!**
- | **Narrow the voluminous standards and indicators by distinguishing the “essentials” from the “nice to know”**
- | **“Punt the rhombus!”**



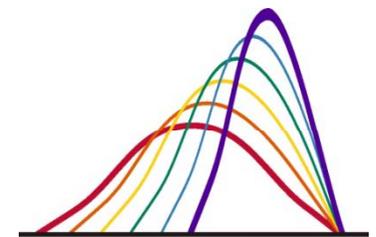
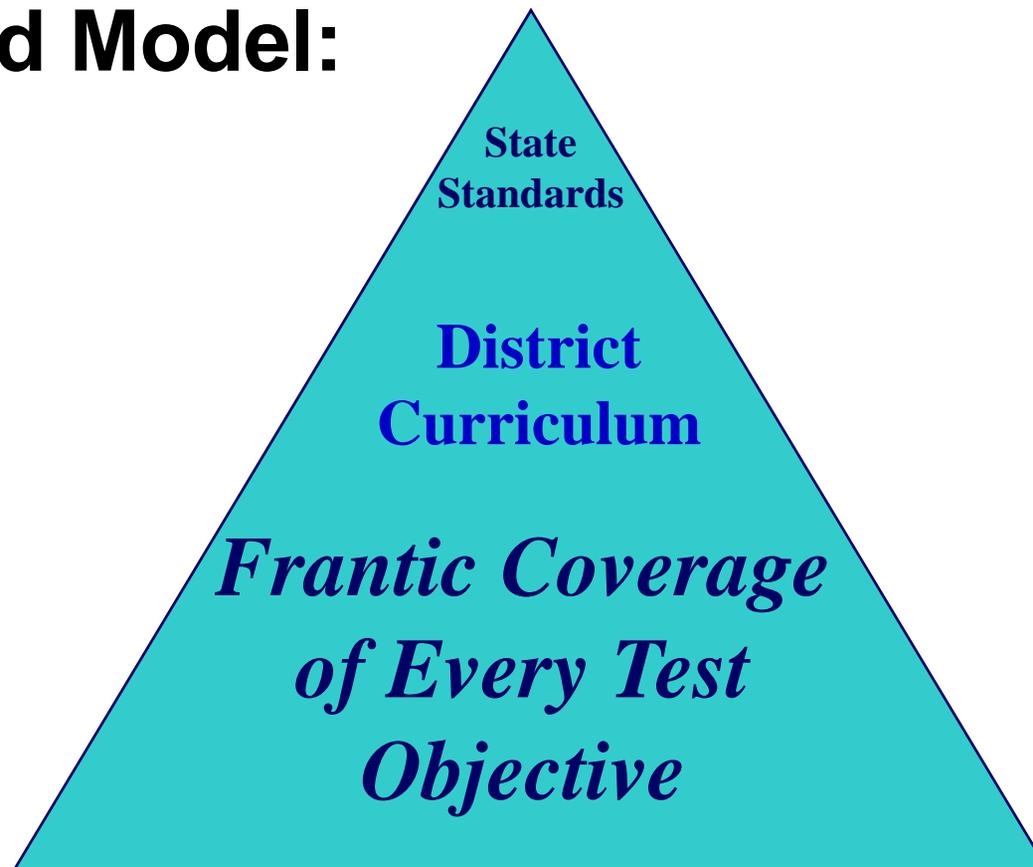
Example of “Punting” – From 87 Math Standards to 7

- | All four number operations (+ - x /) with and without calculators
- | Fractions/decimals/percents
- | Two-dimensional scale models
- | Graphs, charts, tables
- | Estimation and test of reasonability
- | Illustrate and describe word problems
- | Properties of rectangles and triangles

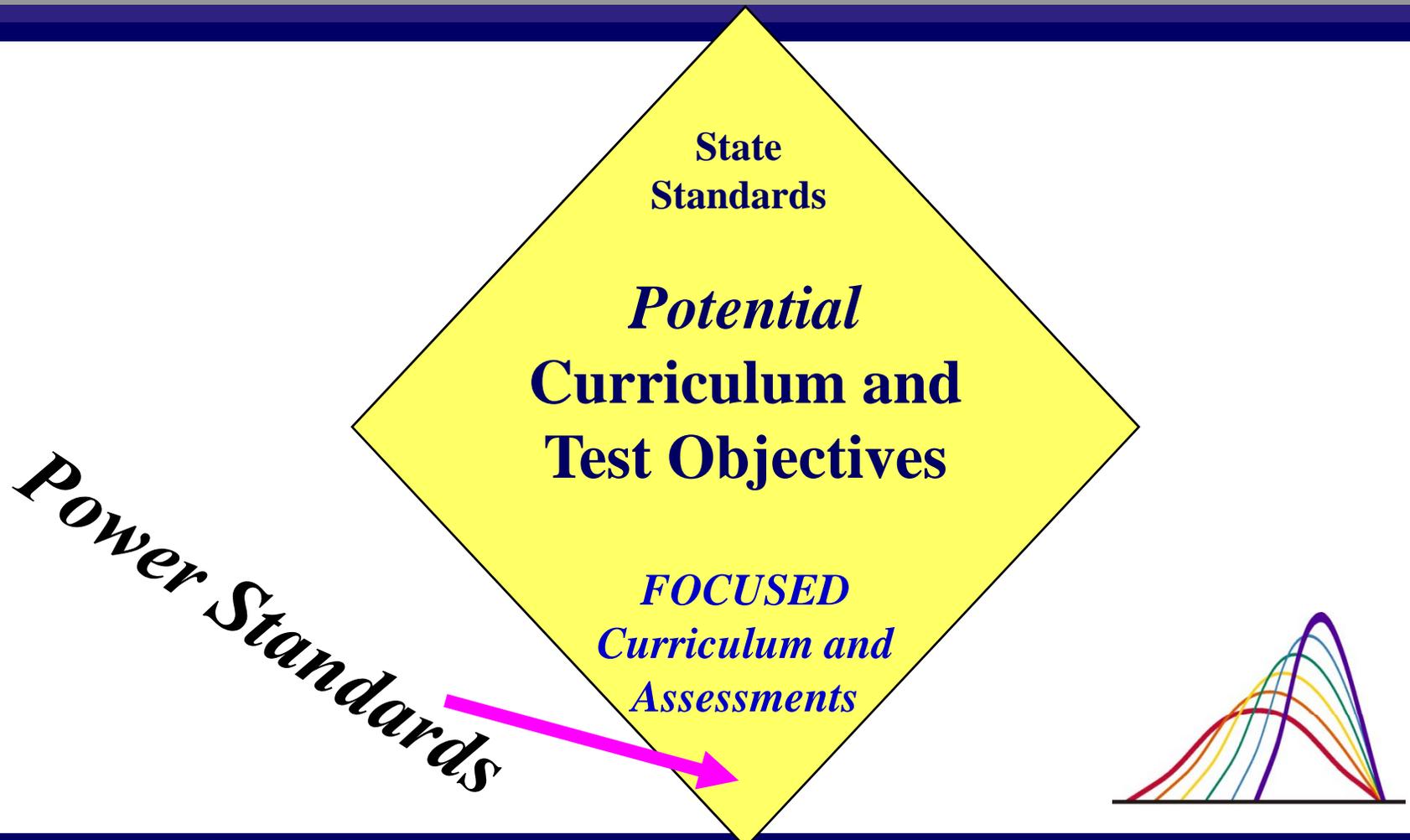


But We Have To Do It *All!*

The Old Model:

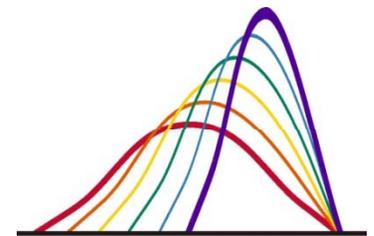


The New Model – From Coverage to Focus



Critical Conversations

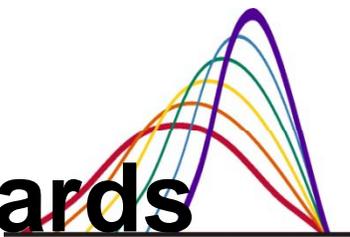
- | **“What knowledge and skills must this year’s teacher impart to students so that they will enter next year’s class with confidence and a readiness for success?”**



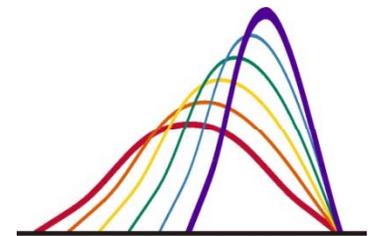
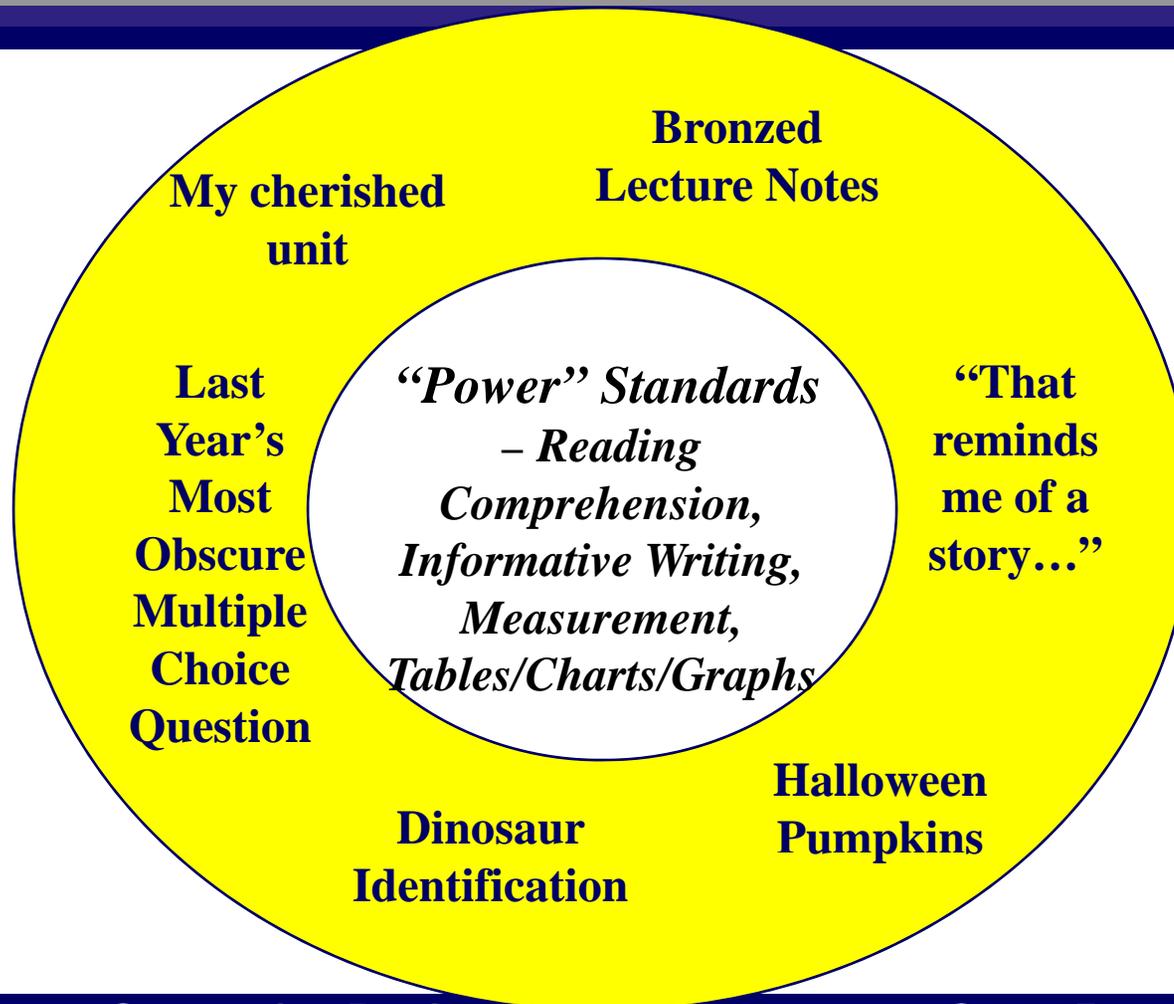
Standards Leadership

A New Vision of Standards:

- | From a linear and static sequence of subjects to be covered . . .
- | . . . To a series of concentric circles
- | The leader's role: Help the faculty find the **Power Standards**

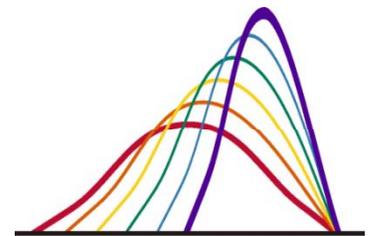


Finding the Power Standards



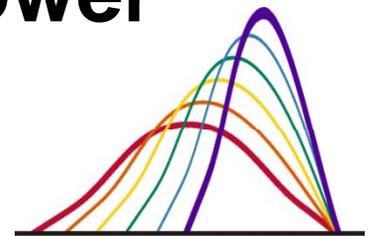
Power Standards Rationale from Dr. Douglas Reeves

- | **Please refer to Part I support documents, pages 47-50**
- | **The Safety Net Curriculum**
- | **Power Standards for the Middle Grades**



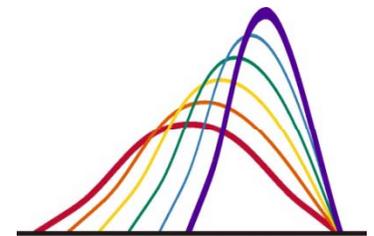
Read and Discuss

- | **Please take five minutes to read and highlight both articles ALONE**
- | **Then take the next five minutes to share with nearby colleagues your insights from the readings**
- | **Finally, share out with large group the key points for identifying Power Standards criteria**



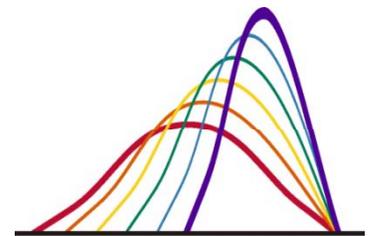
Guiding Questions for Identifying Power Standards

- | **What essential understandings and skills do our students need?**
- | **Which standards or indicators can be clustered or incorporated into others?**
- | ***What do students need for success—in school, in life, and on our high stakes tests?***
- | **What endures?**



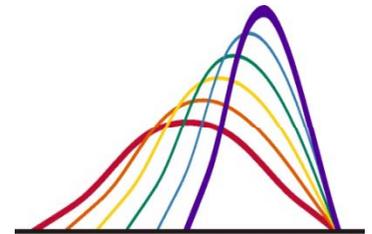
A Process for Identifying the Power Standards

- | Begin with one subject and one grade in state or district standards
- | Identify “essentials” for that subject and grade based on what students need for success – in school, in life, and on your state’s achievement test(s)



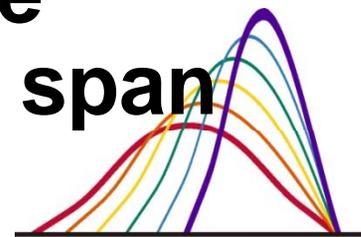
Look for Connections to Tests

- | **Review testing information guidelines for your state tests and other high accountability assessments**
- | **Look for connections between your identified Power Standards and what's tested**



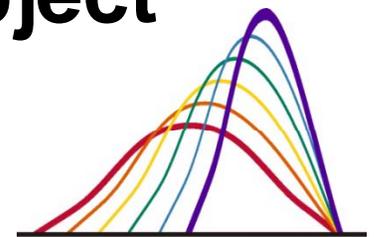
Find Vertical Alignment

- | **Compare one grade's selections to the grade above and the grade below within that same grade span**
- | **Identify gaps, overlaps, and omissions**
- | **Make adjustments as needed in indicators selected to ensure the vertical “flow” within that grade span**



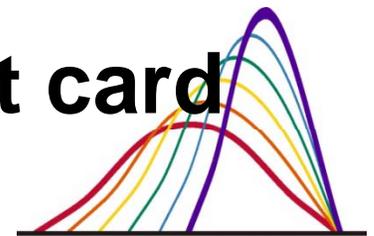
Find the Vertical “Flow”

- | Once Power Standards are identified in *one* grade span (K-2, 3-5, 6-8, or 9-12), make connections to the *other* grade spans until you have K-12 “flow” of essentials
- | These are your Power Standards!
- | Repeat the process in other subject matter areas



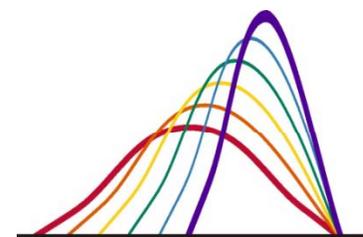
Scheduling the Vertical “Flow”

- | **Sequence list of essential standards and indicators for logical progression or importance within each grade**
- | **Schedule those essential standards and indicators by quarter, trimester, or semester**
- | **Develop standards-based report card**



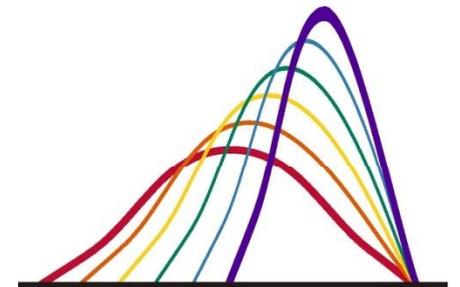
District Models of Identified Power Standards

- | **Please refer again to Part 1 supporting documents**
- | **Newark Unified School District, Newark, California, pages 51-53**
- | **Wayne Township, Indianapolis, Indiana, pages 54-59**



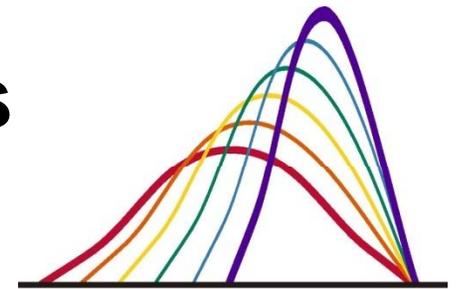
Questions and Discussion

**What questions do you have
regarding Power Standards?**



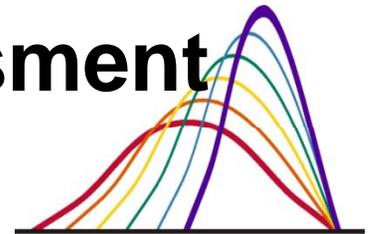
Part 2: “Unwrapping” Standards

**Identifying essential concepts
and skills found in the
standards and indicators**



Our Learning Objectives

- 2. “Unwrap” standards and indicators to identify critical concepts and skills**
- 3. Identify Big Ideas (key concepts) we want students to remember**
- 4. Write Essential Questions to guide instruction and assessment**



Standards Terms and Definitions

- | ***“Unwrapping”*** – Examining standard and related indicators to determine exactly what students need to:
 - ***Know*** (concepts or content)
 - ***Be able to do*** (skills)
 - ***Through particular topic or context*** (what teachers will use to teach concepts and skills)



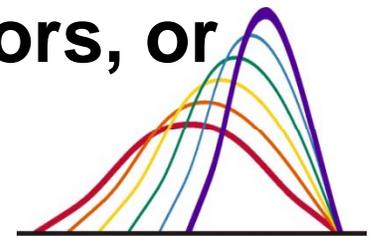
Standards Terms and Definitions

| *Concept*

- An abstract idea that points to a larger set of understandings, (e.g., peace, democracy, culture, power, nationalism, imperialism, war, etc.)

| *Content*

- Information students need to know in a given standard, its related indicators, or entire course of study



Standards Terms and Definitions

| *Topic*

- Lessons and activities used to teach concepts and skills

| *Context*

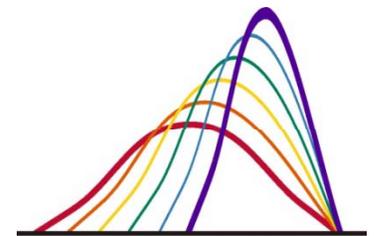
- Circumstances in which a particular event occurs
- Background information or structure to help make sense of new information



Standards Terms and Definitions

| *Big Idea*

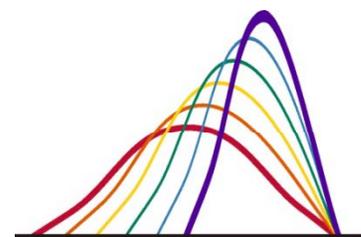
- **Statement derived from a deep understanding of the concepts or content**
- **An open-ended, enduring idea that can apply to more than one area of study**



Standards Terms and Definitions

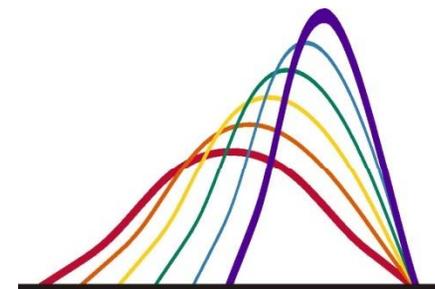
| *Essential Question*

- **Guiding question to focus instruction and assessment**
- **Open-ended**
- **Cannot be answered with “yes” or “no” or with simple recall of facts**



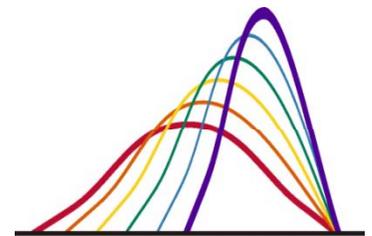
Let's Go Deeper Into the Standards

**What do students really need to
know and be able to do?**



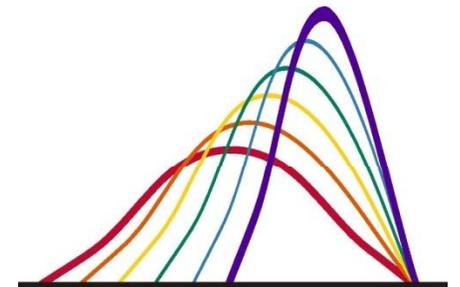
Examples of “Unwrapped” Standards

- | **Four grade spans, four content areas**
 - Lower elementary math
 - Upper elementary science
 - Middle school history/social science
 - High school reading



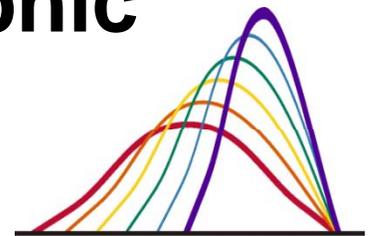
Examples of “Unwrapped” Standards

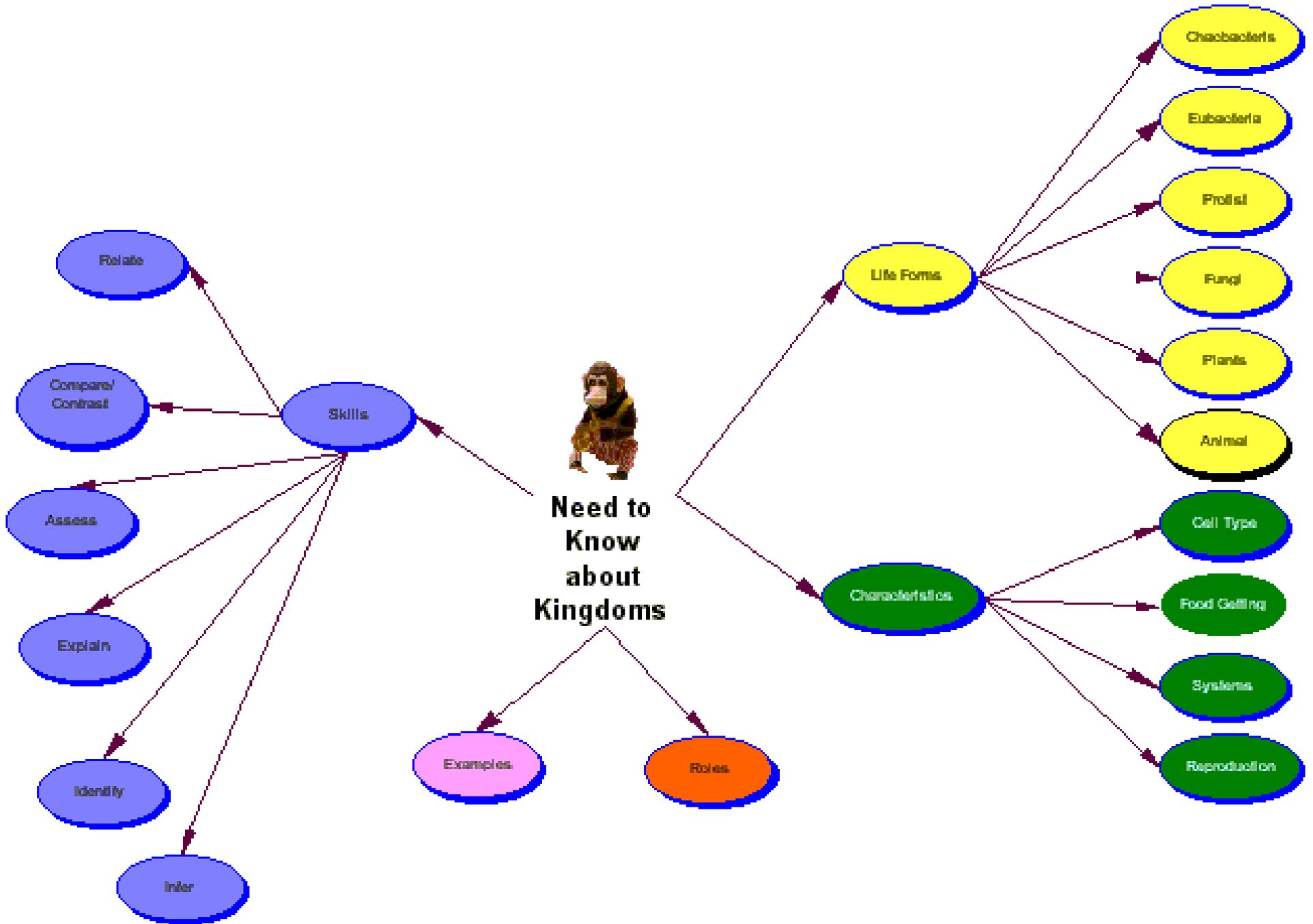
**Please refer to Part 2
supporting documents,
pages 75-82**



Graphic Organizer Choices

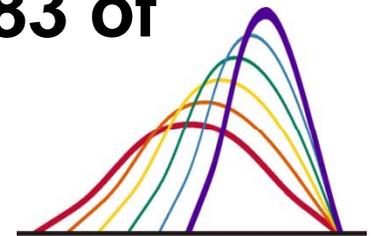
- | **Choose whichever type works best for you:**
- | **Outline**
- | **Bulleted list**
- | **Concept map (see next slide)**
- | **<www.inspiration.com> for graphic organizer software program**





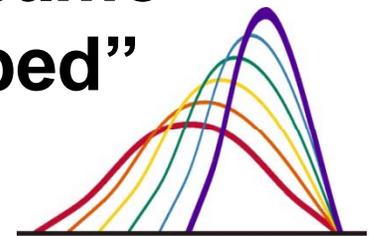
“Unwrapping” Standards: Practice Activity

- | **Start with one content area and grade of your choice**
- | **Select standards and indicators to teach through performance assessment**
- | **Underline important concepts (nouns) and circle important skills (verbs)**
- | **Create a graphic organizer for concepts and skills you “unwrap m” on page 83 of supporting documents – 2 sets of worksheets provided**



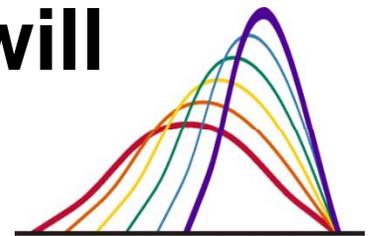
Self-Checking Questions After “Unwrapping”

- | Are *all* concepts and skills in selected standards and indicators represented on graphic organizer?
- | Could you put away the standards and teach confidently from the “unwrapped” version?
- | Would other educators identify the *same* concepts and skills if they “unwrapped” the *same* standards and indicators?



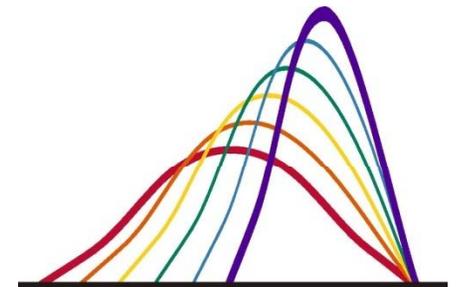
Plan for Sharing Out

- | **After approximately 30 minutes, design teams will share with whole group:**
 - **Which grade level and content area standards they “unwrapped”**
 - **Insights they gained**
- | **Brief discussion and feedback will follow**



Remember Your High School and College Exams?

How well could you do
today?

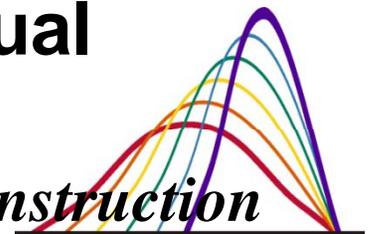


Thinking Beyond the Facts

- | **“Conceptual understanding requires a higher level, integrative thinking ability that needs to be taught systematically through all levels of schooling. Integrated thinking is the ability to insightfully draw patterns and connections between related facts, ideas, and examples, and to synthesize information at a conceptual level.”**

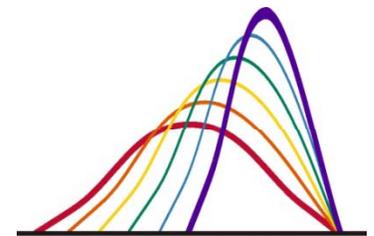
Lynn Erickson, 1998

Concept-based Curriculum and Instruction



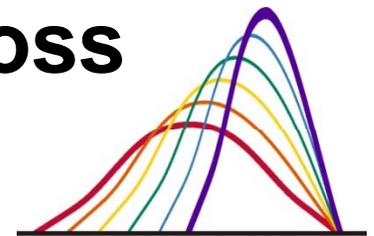
What IS the Big Idea, Anyway?

- | The “aha!” realization, discovery, or conclusion students reach on their own after instruction and activities
- | The key generalizations or enduring understandings students will take with them
- | *Their* answers to *your* Essential Questions!



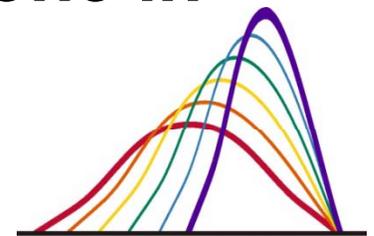
Why Big Ideas?

- | **Big Ideas “give meaning and importance to facts; transfer value to other topics, fields, and adult life”**
(Grant Wiggins and Jay McTighe)
- | **Identify larger concepts you want students to wrestle with and understand at a deep level “across time and cultures”** (Lynn Erickson)



Why Big Ideas?

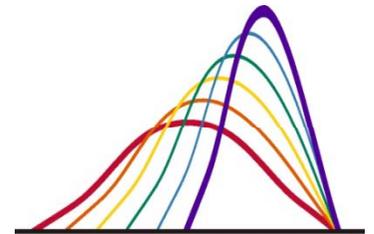
- | Promote in-depth understanding versus memorization of isolated facts
- | Emphasize common characteristics of unifying concept or theme versus specifics of one topic
- | Example: features of revolutions in general versus specific facts about one in particular



Attributes of Big Ideas

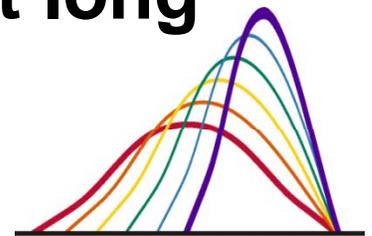
- | ***Brevity*** – 5 to 10 words
- | ***Conceptual*** – cannot be answered factually or with a yes/no statement
- | ***Open-ended*** – no one “right” answer

Chalyn Newman, Stanford University



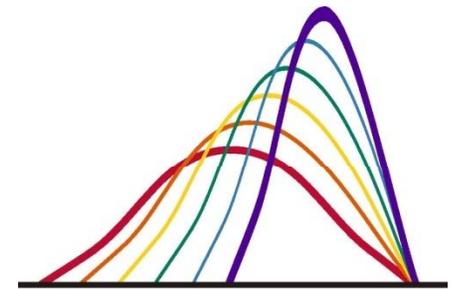
Questions to Help Determine Big Idea

- | **Can you apply the Big Idea to more than one instance or area?**
- | **Can you look at other grade levels and find similar or recurring themes around which to organize learning?**
- | **Will this concept stand “the test of time?”**
- | **Will students remember this concept long after they leave your classroom?**



Examples of Big Ideas

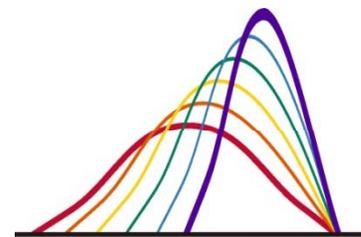
Refer again to Part 2 supporting documents, pages 75-82



Identifying Big Ideas

Practice Activity

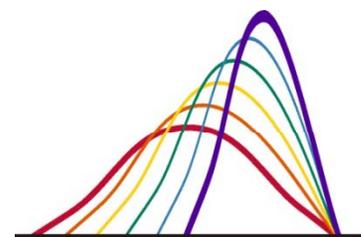
- | Look again at the concepts and skills you listed on your graphic organizer
- | Ask yourself: “What are the main ideas or enduring understandings I want the *students to realize on their own* after I teach them the concepts and skills?”
- | Use *student-friendly* wording



Identifying Big Ideas

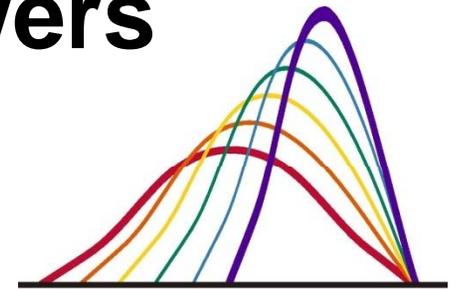
Practice Activity

- | In the next 15 minutes, brainstorm to find your Big Ideas contained in your unwrapped standards and indicators
- | Write your Big Ideas on page 85 in the supporting documents



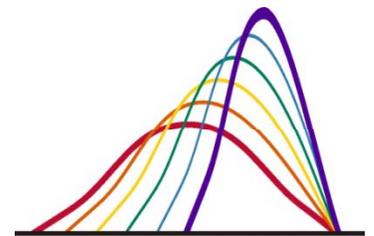
Questions, Not Statements

**Will stimulate student
curiosity to find the answers**



Essential Questions

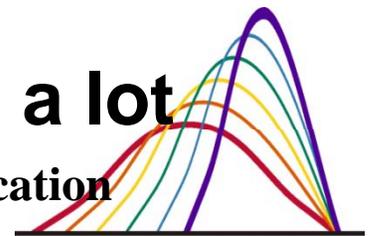
- | **Invite students into the learning process**
- | **Establish learning goal – to be able to *answer* the Essential Questions!**



Characteristics of Guiding Questions

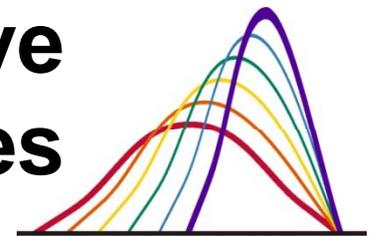
- | **Open-ended, yet focus inquiry into a specific topic**
- | **Non-judgmental, but answering them requires high-level cognitive work**
- | **Contain “emotive force” and “intellectual bite”**
 - “Whose America is it?”
 - “When are laws fair?”
- | **Succinct – a few words that demand a lot**

Rob Traver, Massachusetts Department of Education
Education Leadership, March 1998



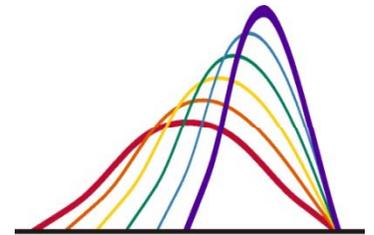
Benefits of Essential Questions

- | **Teachers use as instructional filter for selecting lessons and activities that advance student understanding toward Big Ideas**
- | **Students develop their understanding of “unwrapped” concepts and skills as they move through instruction and activities**



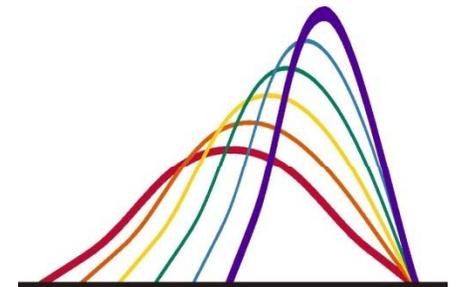
Benefits of Essential Questions

- | ***Standards-based* questions**
- | **Provide evidence that the standards have been met and to what degree (defined by scoring guide criteria)**



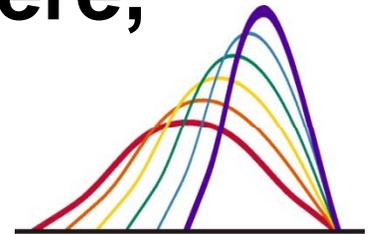
Examples of Essential Questions

**Please refer again to Part 2
supporting documents,
pages 75-82**



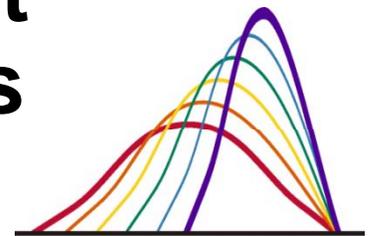
Guidelines for Writing Essential Questions

- | **Can you write provocative questions that lead your students to discover the Big Ideas?**
- | **Can you make your Essential Questions open-ended?**
- | **Can you write questions that take students beyond who, what, where, and when to how and why?**



Writing Essential Questions Practice Activity

- | Practice writing Essential Questions on page 86 in the supporting documents
- | Now check: Do your Big Ideas *answer* your Essential Questions?
- | If they only restate the Big Ideas, revise them so the answer is not given in the Essential Questions



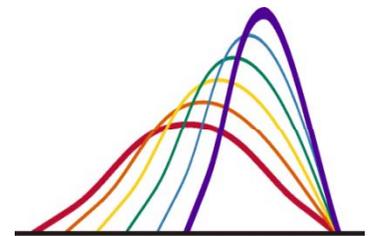
Plan for Sharing Out

- | **Same volunteers return to show progression of their “unwrapping” process:**
 - Quick review of graphic organizer
 - Big Ideas
 - Essential Questions
 - Any new insights gained
- | **Discussion and feedback**



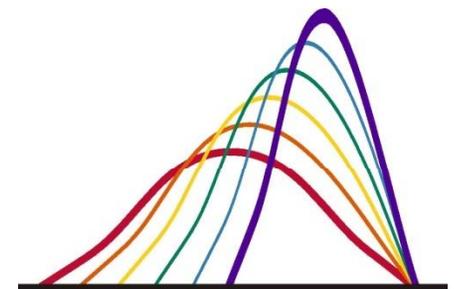
Questions and Discussion

- | **What questions do you have regarding “unwrapping” standards, writing Big Ideas, and Essential Questions?**



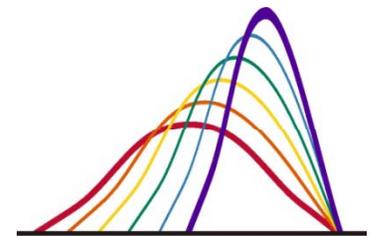
Part 3: Performance Tasks and Engaging Scenarios

**Designing purposeful activities
for students to learn the
“unwrapped” standards**



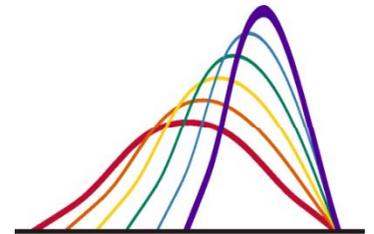
Our Learning Objectives

- 5. Explore reasons why performance assessments are so powerful for improving student learning**
- 6. Design performance assessment tasks matched to Essential Questions**



Our Learning Objectives

- 7. Look for interdisciplinary connections**
- 8. Write Engaging Scenarios to motivate students**



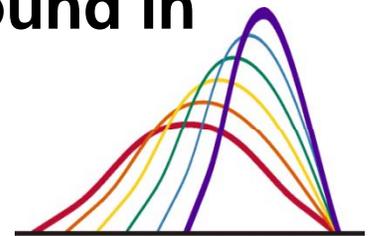
Standards Terms and Definitions

| *Performance Task*

- A *single* evaluation or activity used to determine student progress toward attainment of standard(s) and indicators

| *Performance Assessment*

- A *collection* of related performance tasks that students do to develop their own understanding of concepts and skills found in the standards and indicators



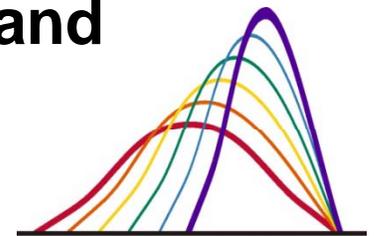
Standards Terms and Definitions

| *Interdisciplinary Connections*

- The integration or joining together of two or more branches of learning, (e.g., history and English, science and art, math and P.E., etc.)

| *Engaging Scenario*

- The “hook” in a performance assessment designed to attract and hold student interest
- Sets the context for the series of tasks and connects learning to real world



Why Performance Assessments?

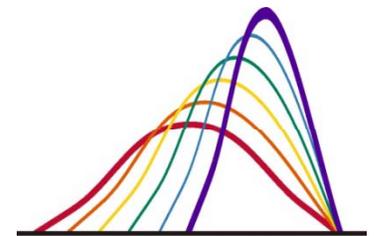
- | **“If all you want to know is what students memorized, quiz them!”**
- | **“If you want to find out what students know and can apply, complex performances are required.”**

Alan November



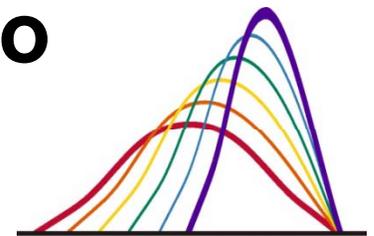
Matching Assessments to Learning Targets

- | **Type of assessment depends on kind of learning to be measured**
- | **Performance assessment is powerful tool to be used as *part* of your instruction and assessment *system***
- | **Select right tool for right job**



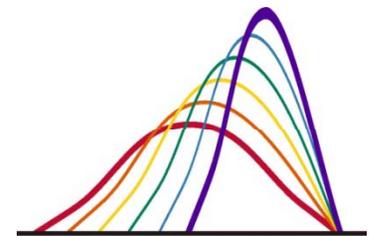
Why Are Performance Assessments So Powerful?

- | **Establish clear learning targets**
- | **Require students to “show what they know”**
- | **Expect *all* students to be proficient**
- | **Use consistent and fair scoring guides**
- | **Provide multiple opportunities to revise and improve**



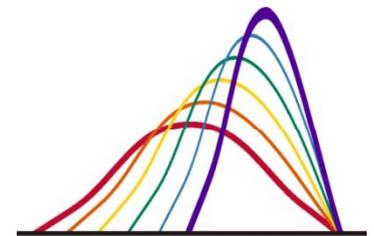
Why Are Performance Assessments So Powerful?

- | **Improve critical thinking ability**
- | **Prepare students to answer, “What do I do when I don’t know the right answer?”**
- | **Provide realistic method of interdisciplinary instruction**



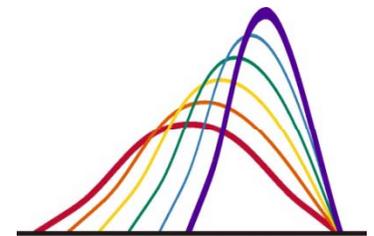
Principles of Performance Assessment

- | **Multiple assessments for each Power Standard and related indicators**
- | **Spectrum of tasks – basic to enrichment**
- | **Essential for differentiated instruction and effective classroom management**
- | **Not all students may be working on the same task at the same time**



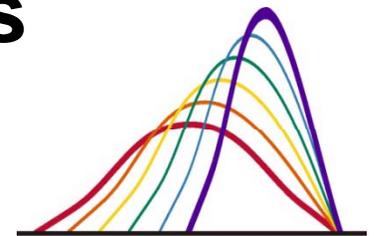
Principles of Performance Assessment

- | **Students as collaborators, peer- and self-evaluators**
- | **Group process, individual accountability**
- | **Traditional tests used as “concurrent validity” measure**



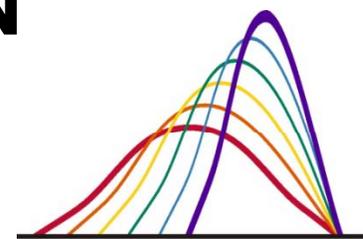
Effective Performance Tasks

- | **Keep *focus on targeted standards and indicators***
- | **Apply content knowledge and skills to *real-world situation***
- | **Demonstrate student understanding to *external audience***
- | **Provide *evidence* that standards have been met**



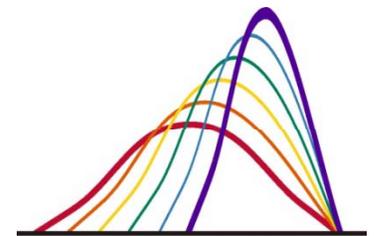
Which Happens First?

- | 1) **Belief system**
 - | 2) **Effective practice**
 - | 3) **Student achievement?**
-
- | **No! First, effective practice; THEN student achievement; and THEN belief system change**



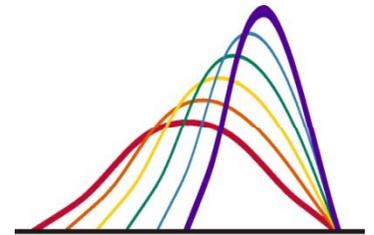
How Often To Use Performance Assessments

- | **Start small, build slowly – one or two performance assessments per quarter or trimester**
- | **Frequency increases as confidence grows!**



Keep In Mind When Designing Tasks

- | What are your desired *end results* for student learning?
- | Can you “work backwards” – start with *culminating* task and then create the lead-up tasks to get there?



Keep In Mind When Designing Tasks

- | What *evidence* will demonstrate student attainment of those results?
- | What *understanding and skills* do students need to successfully provide that evidence?
- | After students work through all the tasks, will they be able to answer *your* Essential Questions with *their own* Big Ideas?



Task Design and Development

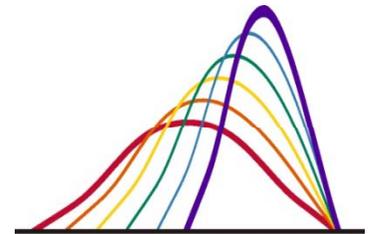
- | **Spectrum of tasks:**
 - Foundational to enrichment
 - Develops student understanding from task to task
- | **Remember central purpose:**
 - Teach and assess unwrapped concepts and skills in standards and indicators
 - Address Essential Questions
- | **Consider needs of all learners:**
 - ELL, special education, gifted, AP



Example of Performance Assessment Tasks

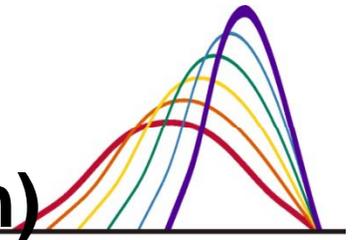
- | **Social Studies and Language Arts**
- | **Fourth Grade**
- | **Title: “Settling in the Wilderness”**

Adapted From Kathy Rosenberg, Tim McCarthy, Darcy Sweeney, Cathy Fox, Kathy Hall, and Bonnie Schlais
Waukesha, WI



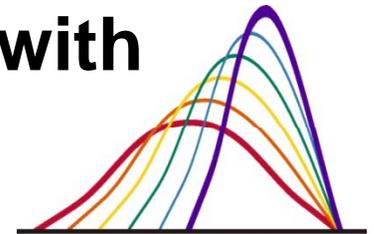
Synopsis of Performance Tasks Correlated to Bloom's Taxonomy

- | **Task 1** – Create a wilderness region map and write region description (knowledge and comprehension)
- | **Task 2** – Contrast/compare big city life to wilderness region life (analysis)
- | **Task 3** – Design a wilderness brochure (application and synthesis)
- | **Task 4** – Write a letter describing in sensory detail a typical day in the wilderness (synthesis and evaluation)



Task Four (Detailed): “Typical Day in the Wilderness” Letter

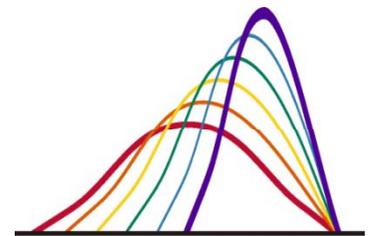
- | Write a letter to a friend or family member telling them about a typical day in your life in the wilderness. Include historical content you have learned.
- | Include as many parts of your day as you can. Use all five of your senses as you describe the day to help the reader imagine it. Use correct letter format with correct spelling and mechanics.



The Task Planner

“SQUARE”

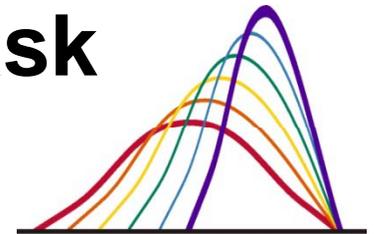
- | Design your performance tasks guided by SQUARE
- | Refer again to your “unwrapped” standards, Big Ideas, and Essential Questions
- | Answer the SQUARE questions with information recorded on your graphic organizer



The Task Planner

SQUARE

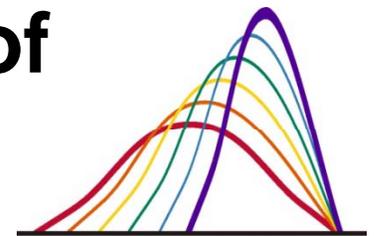
- | **S** Which STANDARD(s) and indicators will this task target?
- | **Q** Which Essential QUESTION will this task address?
- | **U** Which UNWRAPPED content knowledge and skills will this task develop?



The Task Planner

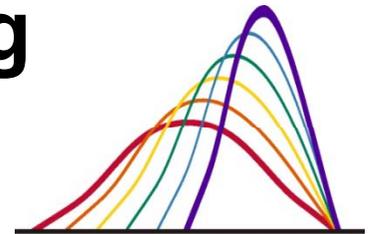
SQUARE

- | **A** What APPPLICATION of learning will this task require?
- | **R** What instruction, information, and RESOURCES will students need?
- | **E** What individual EVIDENCE of learning will this task provide?



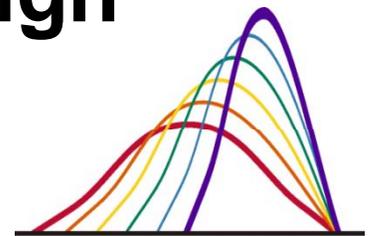
Performance Assessment Design Tools

- | **Performance Assessment Design Template**
- | **Performance Assessment Scoring Guide**
- | **Bloom's Taxonomy**
- | **List of suggested roles and products**
- | **Please refer to Part 3 supporting documents, pages 111-134**



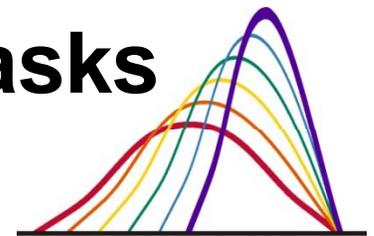
Sample Performance Assessments

- | **Not exemplars, but illustrate the process**
- | **Matched to our performance assessment design template**
- | **Choose and review one or more samples from primary, upper elementary, middle school, or high school grade spans**



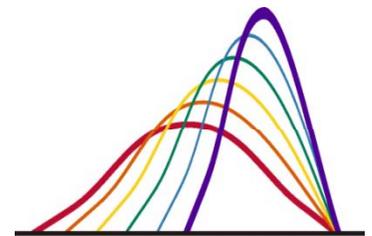
Activity: Design Performance Tasks

- | **Write an overview of your performance assessment and short synopsis of each of your tasks on Performance Assessment Template**
- | **Begin detailing first task guided by task planner SQUARE**
- | **Repeat process for remaining tasks**



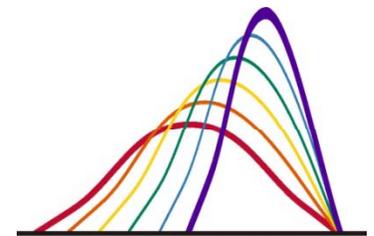
Evaluating Task Design

- | Is the task planned for students an *authentic* application of knowledge and skills in the standards and related indicators?
- | Is the student required to utilize higher-order thinking processes?
How?



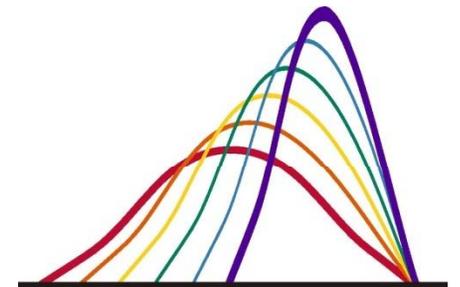
Evaluating Task Design

- | **Will proficient performance of task demonstrate student attainment of the standards and indicators?**
- | **Will your sequence of tasks develop student understanding of Essential Questions?**



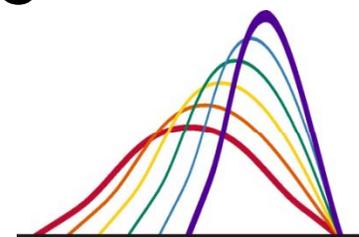
Interdisciplinary Connections

**Helping students see the links
between the content areas**



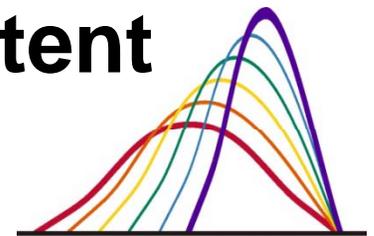
The Connections to Language Arts

- | **Literacy is the foundation for all learning**
- | **Language Arts is the delivery system for all the content areas**
- | **Regardless of the specific content area, whenever you design tasks where students read, write, listen, and speak, you can make explicit connections to Language Arts standards**



Interdisciplinary Connections

- | **Cross-disciplinary instruction – constant reinforcement of reading, writing, listening, speaking, and math essentials (“Spelling *always* counts!”)**
- | **Most effective assessments require demanding skills in several content areas**



Writing and Physical Education...

(...And Art, Music, Vocational Ed., etc.)

| Expository writing

| Examples:

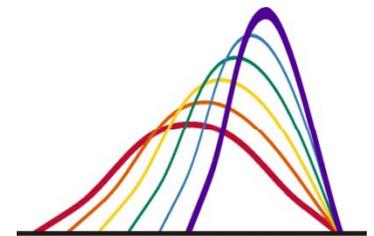
- *“Describe the relationship between distance and speed for a runner. Use supporting evidence. Make predictions based on the evidence.”*
- *“Compare rock, rap, and baroque music. Explain the similarities and differences using examples.”*
- *“Compare Pizarro, Picasso, and your favorite contemporary painter. Explain the similarities and differences using examples.”*



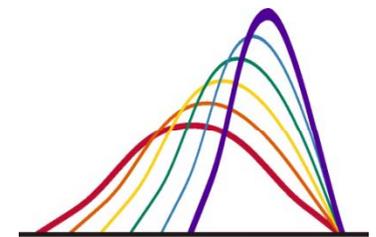
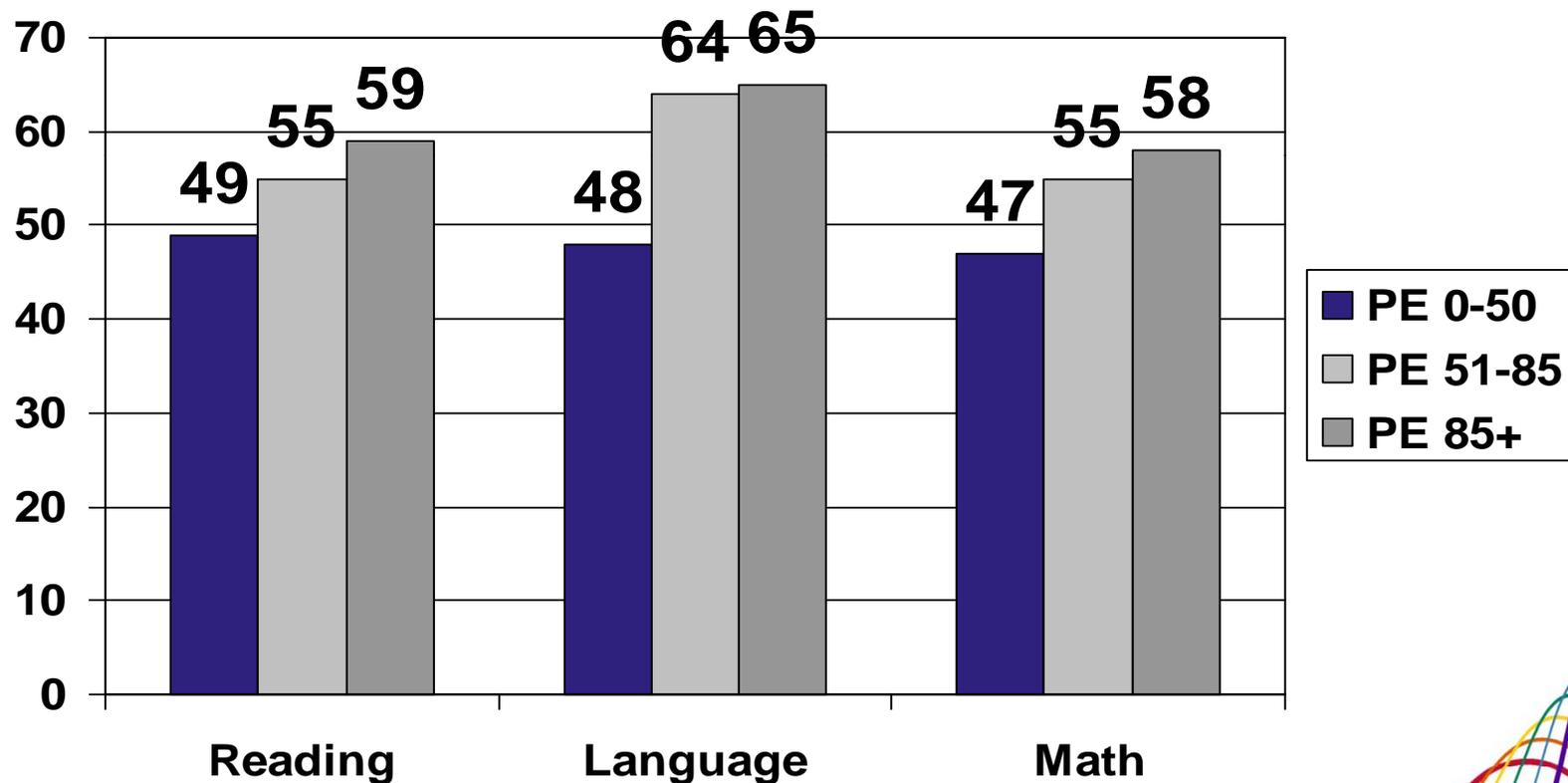
Physical Education and Academic Performance

- | **2000 study – Physical fitness levels of students directly related to academic performance**

Santa Ana Unified School District,
Santa Ana, California

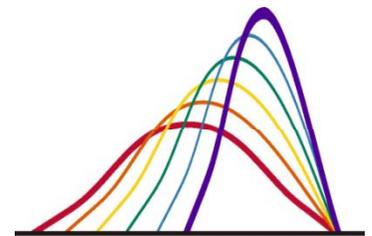


Physical Fitness and Academics



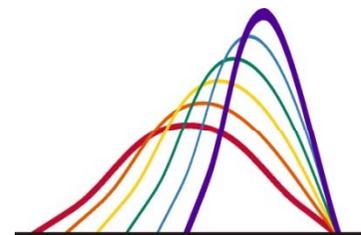
Activity: Look for Interdisciplinary Connections

- | Review your planned performance tasks
- | Find standards and indicators in *other* content areas that connect to those tasks
- | List them on your Performance Assessment Template in the appropriate section



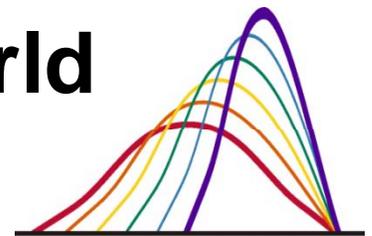
The Engaging Scenario

- | **Motivates students to engage and get involved!**
- | **Relevancy and motivation: the antidotes for apathy!**
- | **Makes learning fun!**



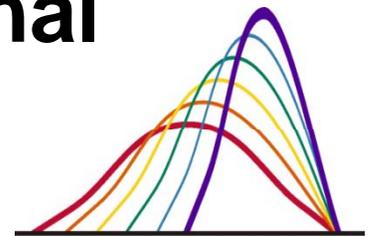
The Engaging Scenario

- | **Makes learning authentic**
- | **Connects students to real world through real problem to solve or product to complete**
- | **Acknowledges power of external audience – another class, another school, district, community, world**



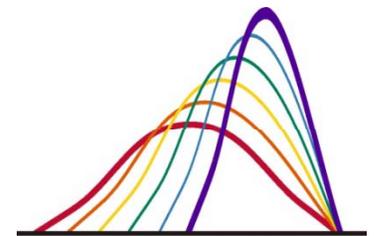
Power of External Audience

- | **Students post their own performance task work on educational website**
- | **<www.ThinkQuest.org>**
- | **Students log-on to this website to see what other students have done**
- | **Result? They become motivated to present their own work to external audience!**



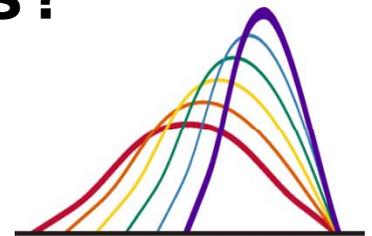
Relationship Between Tasks and Engaging Scenario

- | **Performance Tasks** answer question, “*What* are we going to do?”
- | **Engaging Scenario** answers question, “*Why* are we doing it?”



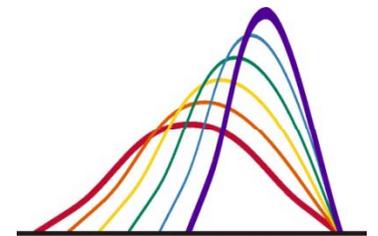
Effective Engaging Scenarios

- | Present students with a challenge
- | Connect learning to real life – “Why do we need to learn this?”
- | Convey importance – “What does this mean to the student personally?”
- | Acknowledge audience – “Can the student present the completed task to others?”



Is Your Scenario Truly Engaging?

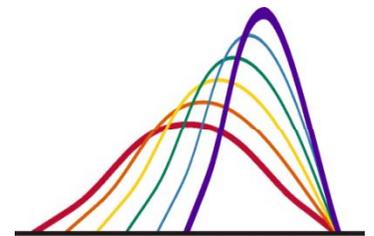
- | **Acid test:** *If there were no standards driving instruction and assessment, would this scenario be so compelling students and teachers would WANT to work on these tasks?*



Engaging Scenario Matched to Same Performance Assessment

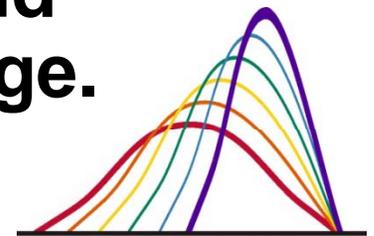
- | **Social Studies and Language Arts**
- | **Fourth Grade**
- | **Title: “Settling in the Wilderness”**

Adapted From Kathy Rosenberg, Tim McCarthy, Darcy Sweeney, Cathy Fox, Kathy Hall, and Bonnie Schlais
Waukesha, WI



Engaging Scenario Example:

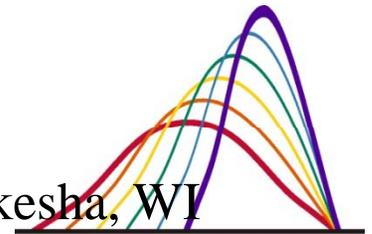
- | **Imagine that your family is moving from a large east coast city to wilderness area in the mid 1800s.**
- | **The area is full of wild animals, you will not have a house to move into, food will not be available from a general store, other people may inhabit the area, the climate could be very hot or cold, and your survival may be a daily challenge.**



Engaging Scenario Example (continued):

- | **Your best friend is worried that you may find yourself in danger.**
- | **You reassure your friend that you will be safe, but she's not convinced. You promise to write her a detailed letter as soon as you're settled, telling her everything you see and do morning, noon, and night.**

Adapted From Kathy Rosenberg, Tim McCarthy, Darcy Sweeney, Cathy Fox, Kathy Hall, Bonnie Schlais– Waukesha, WI



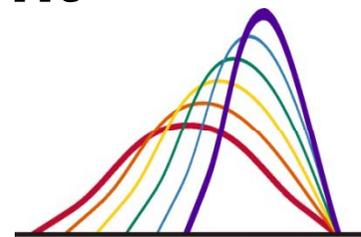
Different Ways to Use Engaging Scenario

- | Previews final task students will complete
- | Previews each individual task
- | Introduces entire performance assessment
- | Serves as motivator for students to “get to” the final task
- | Which way will work best for you?



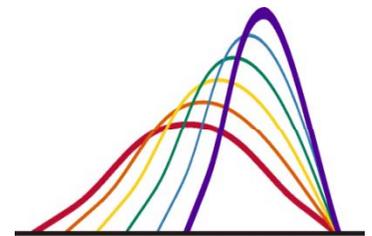
Activity: Plan Your Engaging Scenario

- | **Discuss and decide context or setting for your performance assessment**
- | **Consider which way to use it in order to best “hook” students into active involvement**
- | **Write your Engaging Scenario in section provided on Performance Assessment Template**



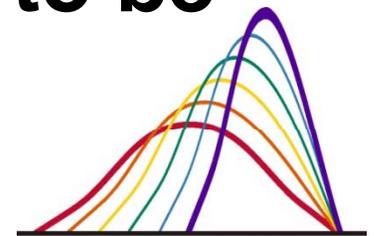
Models of Standards-Based Performance Assessments

- | **International Performance Assessment System (IPAS)**
assessments for your grade span
- | **192 performance assessments, K-12,**
linked to your state standards in
language arts, math, science, and
social studies



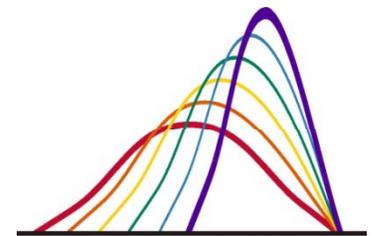
Educator-Created Performance Assessments

- | Visit our website for K-12 standards-based performance assessments
- | www.makingstandardswork.com
- | First drafts created in our workshops – free to download!
- | New assessments will continue to be added as they are submitted



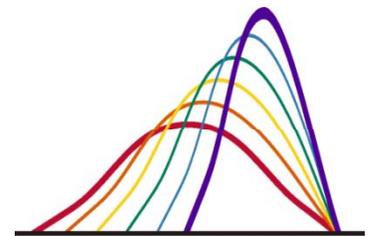
Preview of Part 4

- | **See compelling research that supports writing and performance assessment**
- | **Create task-specific scoring guides to measure student proficiency on performance tasks**
- | **Complete first draft of your standards-based performance assessment**



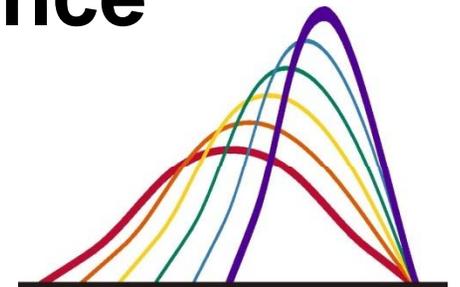
Questions and Discussion

- | **What questions do you have regarding performance assessment tasks and Engaging Scenarios?**



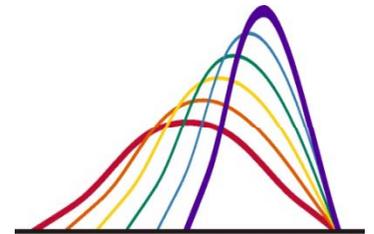
Part 4: Scoring Guides (Rubrics)

**Determining criteria for
assessing student performance**



The Last of Our Learning Objectives

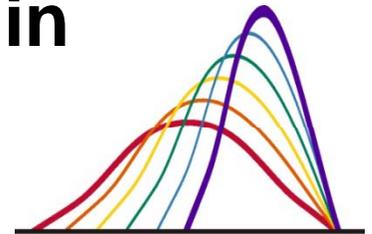
- 9. See compelling research that supports writing and performance assessment**
- 10. Create task-specific scoring guides to measure student proficiency on performance tasks**



Standards Terms and Definitions

I ***Scoring Guides (Rubrics)***

- A set of *general* and/or specific criteria used to evaluate student performance on a given task
- Descriptions of competence or proficiency
- Provide evidence of level of competence student has reached in relation to standards



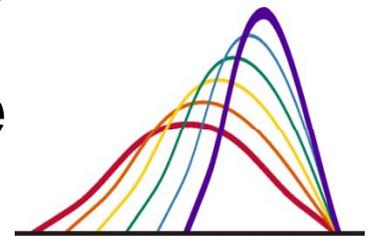
Standards Terms and Definitions

| *Proficiency*

- The level of performance students must meet to demonstrate attainment of standard(s) and indicators

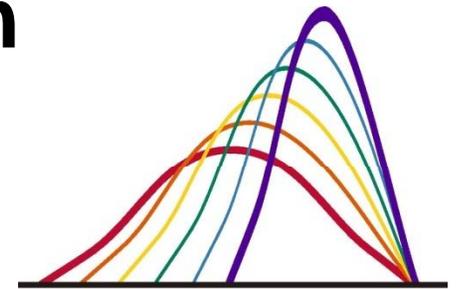
| *Anchor Papers*

- Student-produced work samples at exemplary and proficient levels of performance on the scoring guide



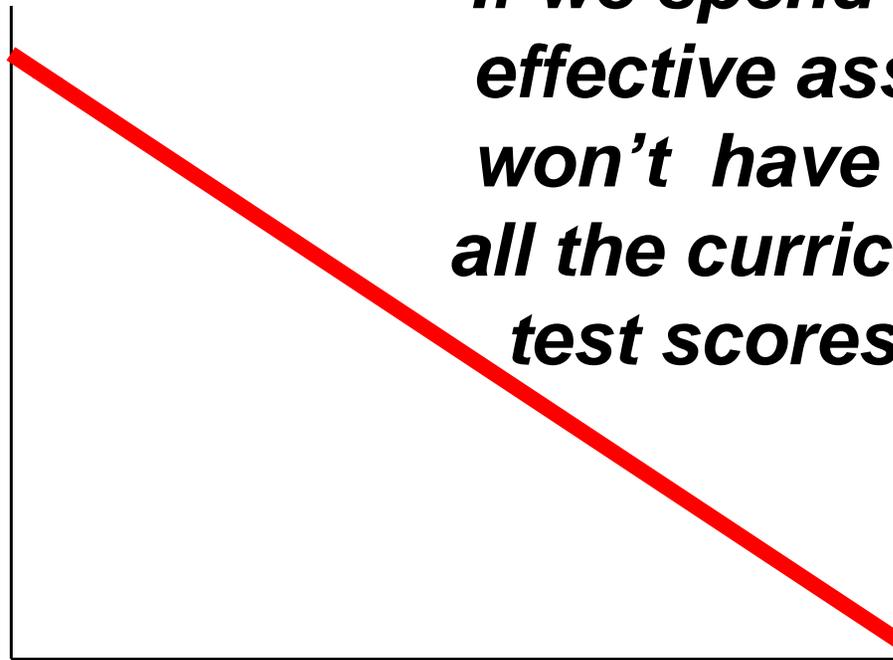
Compelling Research

**Writing across the curriculum
and performance assessments
help students succeed on
standardized tests**



“I Don’t Have the Time for More Writing” Hypothesis

Math, Science,
Social Studies, M.C. Tests

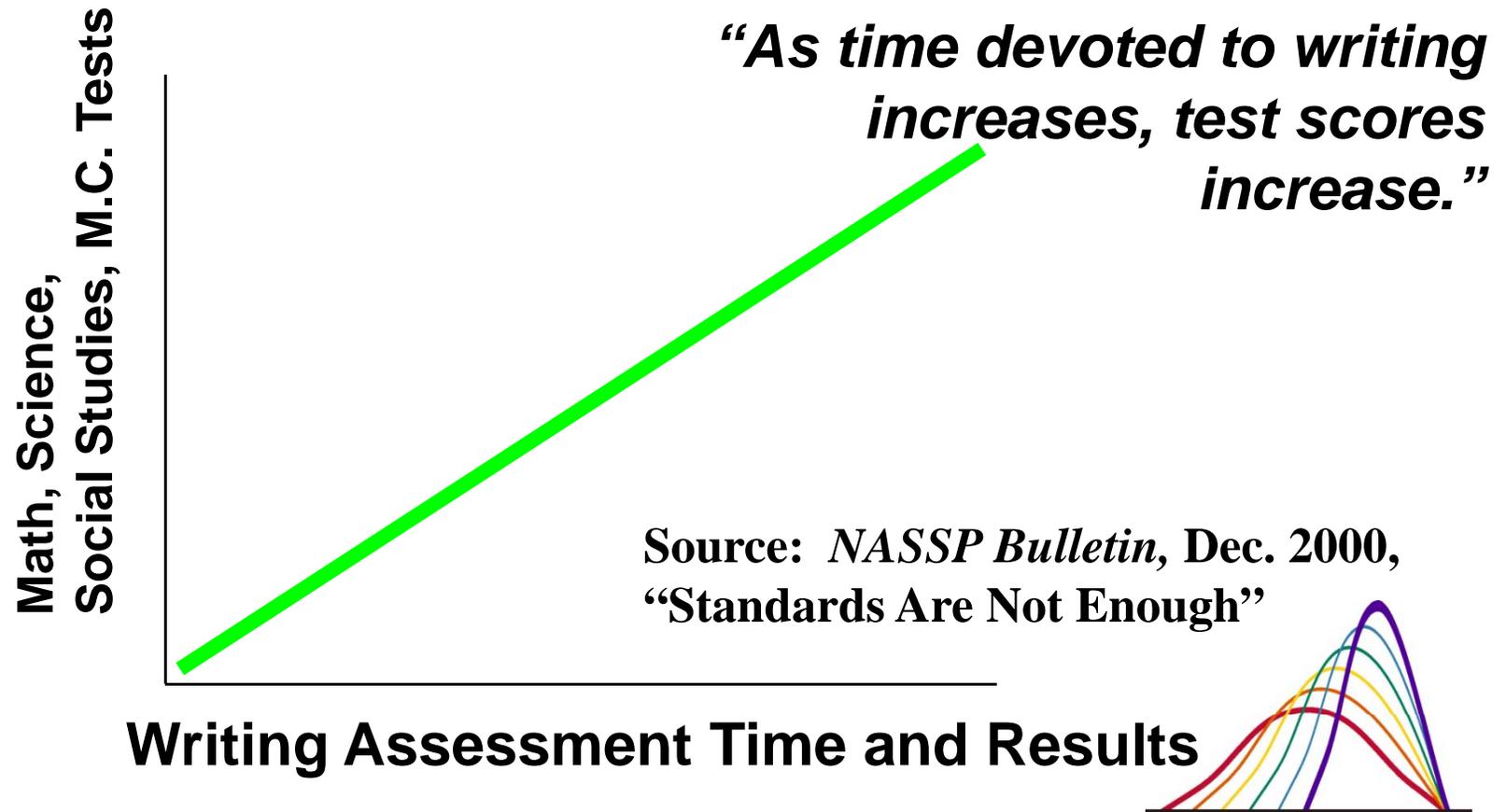


“If we spend more time on effective assessment, we won’t have time to cover all the curriculum and our test scores will decline.”

Writing Assessment Time and Results

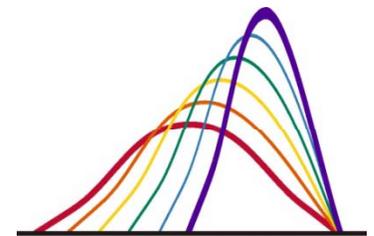


Is the Hypothesis True?



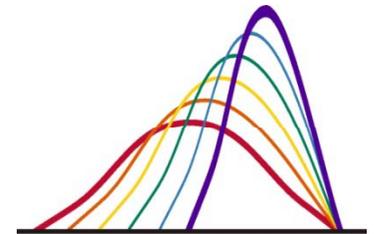
What the Research Is Saying

- | **More standards-based performance assessment leads to higher multiple choice test scores in math, science, social studies, and reading**
 - **NASSP Bulletin, December 2000, “*Standards Are Not Enough: Essential Transformations for Successful Schools*,” by Douglas Reeves, Ph. D.**
 - **www.makingstandardswork.com**



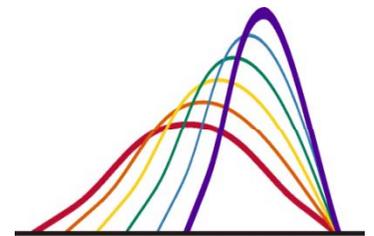
Research Evidence

- | **Effective performance assessment REQUIRES writing**
- | **More writing reduces “coverage” of standards and curriculum**
- | **Less coverage with MORE writing does NOT hurt multiple choice scores**
 - *Making Standards Work* (Reeves)
 - *Accountability in Action* (Reeves)
 - www.makingstandardswork.com
 - *The Art of Teaching Writing* (Calkins)
 - *The Right to Learn* (Darling-Hammond)



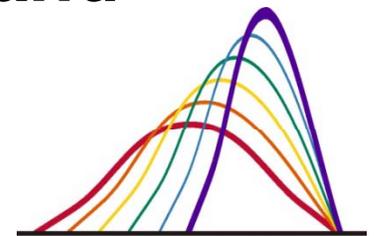
The Power of Writing

- | **One 4th grade class moves from 34th to 74th percentile in one year!**
- | **The story of Milwaukee principal, Ms. Flagg**



Weight of Evidence

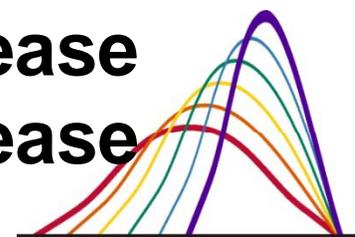
- | **Different states, different grades, different subjects**
- | **Correlation NEVER negative – range from .7 to .9 – the GREEN line, not the RED line**
- | **Numerous case studies confirm general trend – positive correlation between writing, performance assessments, *and* higher multiple choice test scores**



West Carrollton, Ohio

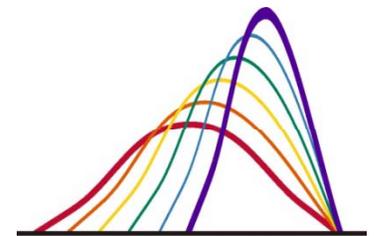
- On the Ohio Proficiency Tests, 4th grade Writing scores have risen 34.1% over two years!
- To demonstrate how writing has helped to improve achievement across subject areas:

4th Grade Math	24.6% increase
4th Grade Science	12.0% increase
4th Grade All Tests	22.0% increase



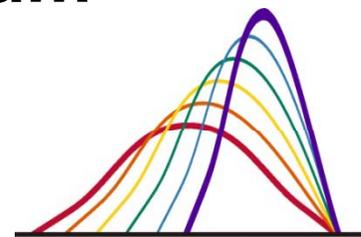
West Carrollton, Ohio

- | **Doubled the total number of state standards met by the district from 8 to 16 (out of 27) in just two years!**
- | **In doing so, the district's rating improved from "Academic Emergency" to "Continuous Improvement Status"**



Why Is Writing So Powerful?

- | ***Cognitive Effect*** — Writing allows students to show what they know
- | ***Teaching Effect*** — Student writing provides teachers with valuable diagnostic information
- | **Conclusion** — We must recognize the power of writing across the curriculum and the vital role it plays in student success!



ETS Study Links Effective Teaching to Test Score Gains

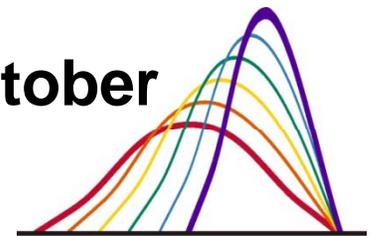
- | “Students who performed ahead of their peers were taught by educators who integrated hands-on learning, critical thinking, and frequent teacher-developed assessments into their lessons.”

- Wenglinsky Study, *Education Week*, October 25, 2000, pp. 24-25.



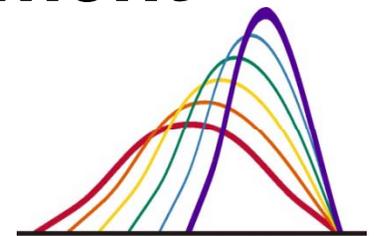
ETS Study Links Effective Teaching to Test Score Gains

- | **15,000 National Assessment of Educational Progress (NAEP) scores**
- | **Students taught with hands-on methods tested 72% ahead of their peers on math assessment, 40% higher in science**
- | **Students whose teachers emphasized critical thinking skills posted scores 39% higher**
 - **Wenglinsky Study, *Education Week*, October 25, 2000, pp. 24-25.**



Good Teaching DOES Lead to Higher Test Scores!

- | **“We need great teachers doing what they do best — encouraging students to think, reason, write, and communicate their understanding.”**
- | **“These strategies maintain the professionalism of our teachers and also lead to significant improvement in student achievement.”**
 - **Dr. Douglas Reeves**



“Are Four Heads Better Than One?”

- | **Randomized experiment in California’s Central Valley**
- | **Mean reading scores near 40th percentile**
- | **Compared individual and group conditions using identical activities and assessments to learn science concepts and factual information**

Susan E. Schultz, 1999, Doctoral dissertation, Stanford University,
AERA paper, 1999. AERT article in preparation



“Are Four Heads Better Than One?”

- | **Content learned alone or in groups; all assessments done independently**
- | **Used three kinds of assessments:**
 - **Multiple choice test**
 - **Concept mapping exercise**
 - **Performance Assessment (Design and conduct experiment)**

Susan E. Schultz, 1999, Doctoral dissertation, Stanford University, AERA paper, 1999. AERT article in preparation



“Are Four Heads Better Than One?”

- | **Results? Better performance on all three measures by students working in group conditions versus working independently**
- | **Lowest scoring third of students made greatest gains in performance**
- | **Study found that reading ability does *not* correlate with scores on performance tasks**

Susan E. Schultz, 1999, Doctoral dissertation, Stanford University,
AERA paper, 1999. AERT article in preparation



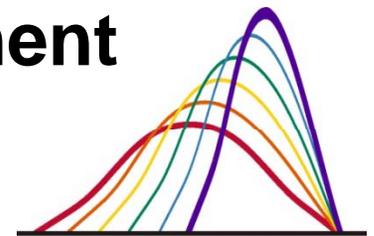
Other Compelling Research

- | **Please visit Center's website at <www.makingstandardswork.com>**
- | **24/49 statistic**
- | **90/90/90 schools**
- | **Correlation of SSR with higher test scores**
- | **Writing in science correlated with higher test scores**



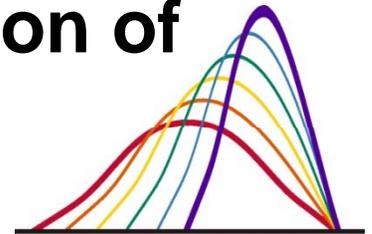
Performance Assessments Lead To Higher Test Scores (Not In Handout)

- | **Best source for broad evidence is Linda Darling-Hammond's book, *The Right to Learn* (Jossey-Bass, 1997) — Multiple citations associating effective performance assessment with higher scores on state tests**
- | **January 2003 issue of *American School Board Journal*, Dr. John Simpson, superintendent of Norfolk Public Schools, VA for results of effective use of performance assessment in specific district context**



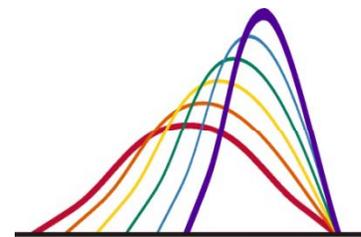
Excellent Research Websites

- | www.makingstandardswork.com (Center for Performance Assessment)
- | www.edtrust.org (The Education Trust)
- | www.aasa.org (American Association of School Administrators)
- | www.nsba.org (National School Board Association)
- | www.NASSP.org (National Association of Secondary School Principals)



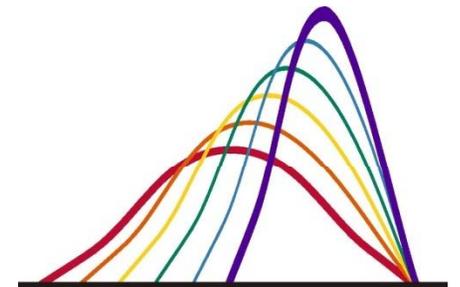
Why Scoring Guides or Rubrics?

- | **The key to FAIRNESS – students will not remain engaged if success is a mystery**
- | **Scoring guides motivate students to understand better and to produce high-quality work!**



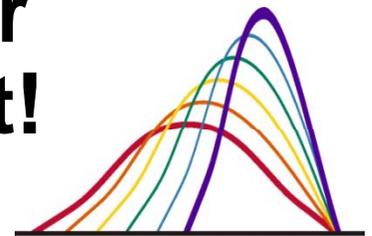
Yes, You Can Clap...

...But Are You *Proficient*?



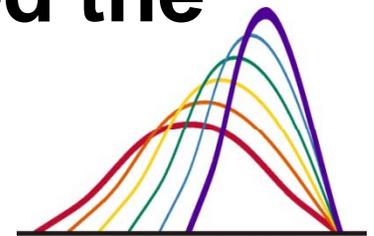
Tipping Rubric Activity

- | 1. Choose your restaurant! Family style or elegant dining?
- | 2. What would your server need to do to earn from you a 15% tip?
- | 3. Now, what would he or she need to do to earn from you a 20% tip?
- | 4. Take 10 minutes to write your criteria, and then we'll share out!



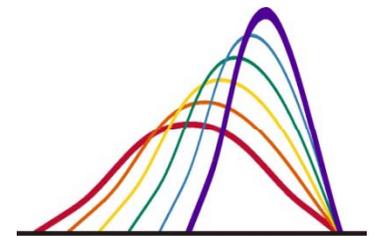
Scoring Guides: The Heart of Performance Assessment

- | **De-mystify the grading process!**
- | **Share with students what “proficient” and “exemplary” work looks like in terms of specific, observable criteria**
- | **Students will then realize, “If I do this, then I have met or exceeded the standards!”**



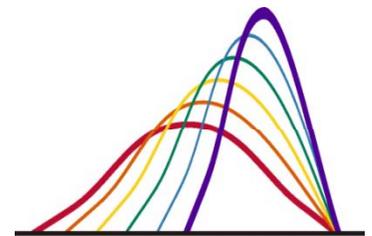
Scoring Guides Help All Students Succeed!

- | Performance criteria shared *before* students begin work
- | Contain specific language understood by all: students, teachers, parents
- | Referred to frequently *during* completion of task
- | Provide immediate feedback for improving work quality
- | Used to assess *completed* task



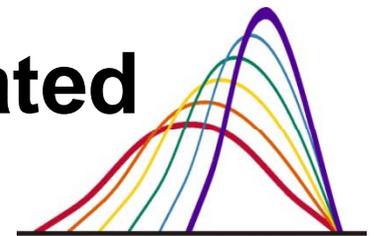
Practical Scoring Guide Strategies

- | **Specificity is critical!**
- | **Reliability comes from consistency in wording and format**
- | **Clearly linked to standards and tasks**



Practical Scoring Guide Strategies

- | **Scoring guide and task requirements fit “hand-to-glove”**
- | **Anchor papers shown as examples of “proficient” and “exemplary” student work**
- | **Refined through more than one draft**
- | **Teacher-guided, student-generated**



Three Kinds of Rubrics Classroom Teachers Use

1. *Procedural (Behavioral)*

- Used to set acceptable standards for classroom behavior and management

2. *Academic (Content)*

- Specific criteria used to assess academic performance (content and skills) on one task, assignment, project, or performance

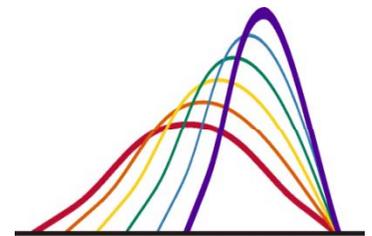
3. *Generic (Generalized)*

- Same as academic, but applicable to more than one task, assignment, project, or performance



Procedural or Behavioral Rubrics

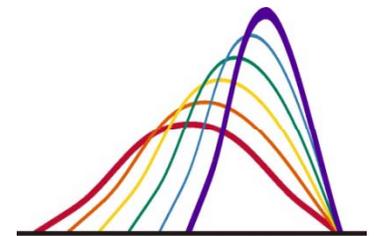
- | **Used to set acceptable standards for student behavior and classroom management**
- | **Great way to introduce students and teachers to rubric writing!**



Sustained Silent Reading Student-Generated Rubric

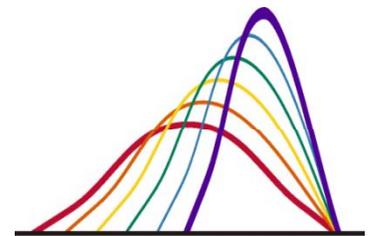
- | ***Exemplary = “Sweet!”***
Reading and nothing else
Stays on task whole SSR time
- | ***Proficient = “Better!”***
Talking less, reading more
- | ***Developing = “Needs Work”***
Talking more, reading less
- | ***Beginning = “Warming Up”***
Not reading; chatting, playing around

First Rubric: Mr.
A’s Fourth Grade
Class 1999-2000



Student Ownership

- | **Students determined their own performance level labels**
- | **Students described what each performance level looked like**
- | **Teacher asked students during activity to self-assess and set personal goal for improvement**



Entering Class at Bell Prepared to Work

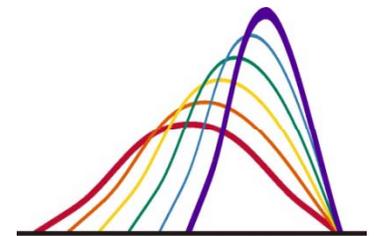
| *Exemplary*

- All proficient criteria PLUS:
- Copying day's procedures from board
- Resource materials gathered
- Completed extra credit

| *Proficient*

- In seat at bell
- Quiet and ready to begin
- All necessary books and materials
- Completed homework assignment

Created By Green Bay, WI
Secondary Teachers



Entering Class at Bell Prepared to Work

| *Progressing*

- Late, but went back to locker for books and/or assignment OR
- On time, but missing books and/or assignment
- Partially completed homework assignment

| *Not Yet Meeting Expectations*

- On time, but socializing
- Unprepared for class (missing homework, books, materials)

Created By Green Bay,
WI Secondary Teachers



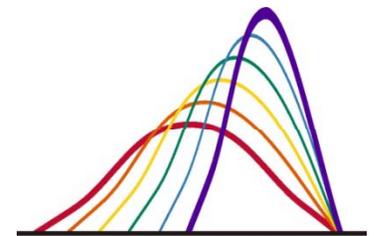
Writing Procedural Rubrics for Classroom Management

- | Choose a classroom procedure
- | Decide the key *behaviors* you want the rubric to emphasize
- | Determine the levels of proficiency
- | Write first draft
- | Use specific, measurable language
- | Revise draft with input from students



Classroom Management Procedures

- | **Entering class & beginning work at the bell**
- | **Classroom behavior expectations**
- | **Clean classroom**
- | **Sustained silent reading**
- | **Cooperative group work**
- | **Lab safety procedures**
- | **Library research**



Other Management Procedures

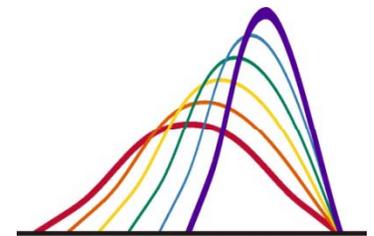
- | **Pre-school morning routine**
- | **K-5 art team tables**
- | **Lining up and walking in line**
- | **Media Center or Computer Lab behavior**
- | **Lunchroom behavior**
- | **Classroom noise level**
- | **Center time**
- | **Transition time**

**Homewood, Alabama
K-12 Teachers**



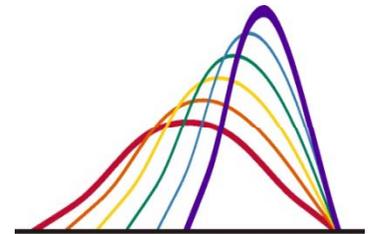
Other Management Procedures

- | **Independent work while teacher working with small group**
- | **High school classroom management**
- | **Darkroom procedure for developing prints**
- | **Classroom readiness**
- | **Entering the gym**
- | **Getting organized**
- | **Active listening**



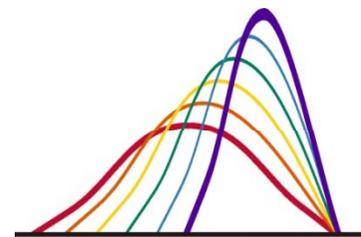
Other Management Procedures

- | **Being prepared for short story discussion**
- | **Theatre arts beginning of class (focusing exercise)**
- | **Foreign language oral presentations**
- | **Behavior management contract**
- | **Hallway behavior**
- | **Participating in faculty meeting**



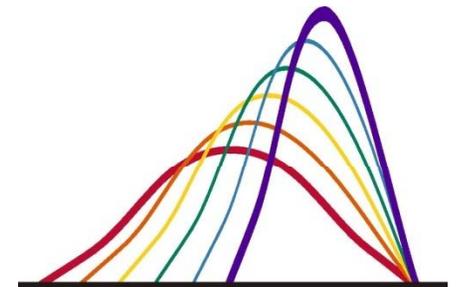
Activity: Write A Procedural Rubric

- | **Directions:** Depending on grade level, design a three- or four-point rubric to help students understand classroom expectations
- | **Determine your performance levels:**
 - Exemplary, Proficient, Progressing, Not Yet
 - 4, 3, 2, 1
 - A, B, C, D
 - Star, Happy Face, Straight Face



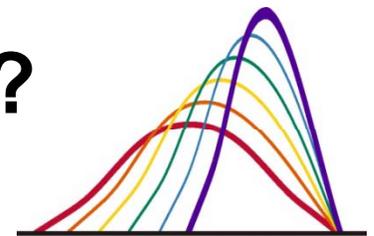
Academic or Content Rubrics

**Task-specific criteria used to
assess student proficiency in
both content and skills**



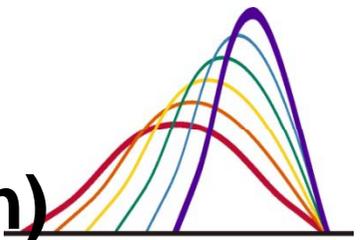
Personal Reflection Activity

- | **When students are working on a project, how do you currently communicate your expectations for proficient performance to them?**
- | **Are the student projects consistent with the expectations you communicated? Why? Why not?**



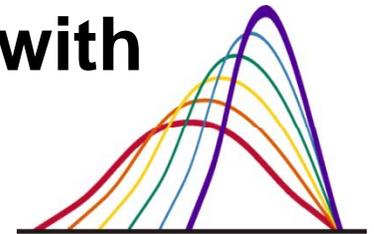
Synopsis of Performance Tasks Correlated to Bloom's Taxonomy

- | **Task 1** — Create a wilderness region map and write region description (knowledge and comprehension)
- | **Task 2** — Contrast/compare big city life to wilderness region life (analysis)
- | **Task 3** — Design a wilderness brochure (application and synthesis)
- | **Task 4** — Write a letter describing in sensory detail a typical day in the wilderness (synthesis and evaluation)



Task Four (Detailed): “Typical Day in the Wilderness” Letter

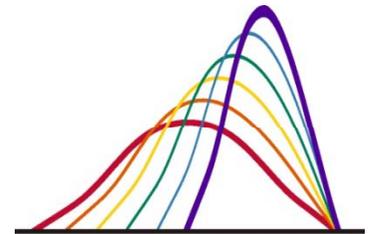
- | Write a letter to a friend or family member telling them about a typical day in your life in the wilderness. Include historical content you have learned.
- | Include as many parts of your day as you can. Use all five of your senses as you describe the day to help the reader imagine it. Use correct letter format with correct spelling and mechanics.



Task Four Scoring Guide

“Proficient”

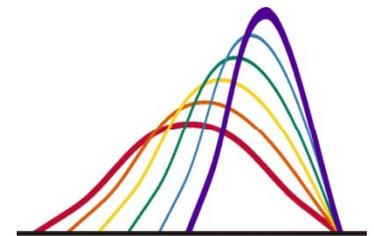
- | **Correct form of friendly letter is used**
- | **Letter is time-sequenced**
- | **Letter includes morning, afternoon, and evening activities**
- | **Description of day includes meeting of basic needs**
- | **Descriptive language includes use of all five senses**
- | **Letter includes historical content**



Task Four Scoring Guide

“Exemplary”

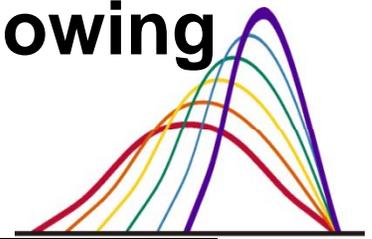
- | **All proficient criteria met PLUS:**
- | **Letter includes comparisons and contrasts to “big city” life**
- | **Letter includes personal meaning derived from experiences**



Task Four Scoring Guide

“Progressing”

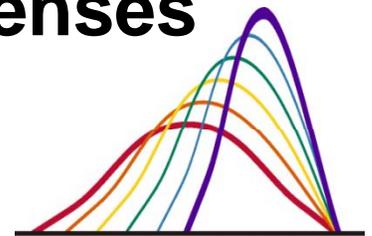
- | Parts of friendly letter missing, specifically _____
- | Following information is out of sequence _____
- | Letter leaves out portion of day _____
- | Certain basic needs not addressed, _____
- | Descriptive language needed for following senses _____
- | Letter needs historical content _____



Task Four Scoring Guide

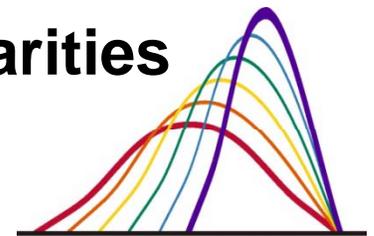
“Not Yet Meeting Standard(s)”

- | **Task requirements not met**
- | **Missing one or more of following:**
 - **Completed friendly letter**
 - **Time-sequencing**
 - **Day’s activities**
 - **How basic needs met**
 - **Descriptive language for all five senses**
 - **Historical content**



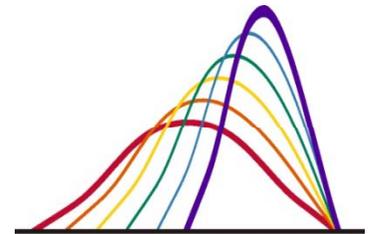
Two Kinds of Criteria

- | ***Quantitative criteria***
 - “More is better”
 - Proficient = 3 supporting details
 - Exemplary = 4 or more supporting details
- | ***Qualitative criteria***
 - Proficient = Identifies main character
 - Exemplary = Relates main character to self or another character in story, noting similarities and differences



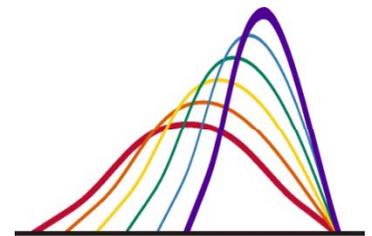
Proficient Level

- | **Because the goal for students is to demonstrate proficiency, first decide criteria for that level**
- | **Review the task requirements and list those criteria under “Proficient”**
- | **Rubric criteria should mirror what task requires (hand-to-glove fit)**



Exemplary Level

- | **Start first line with: “All Proficient criteria met PLUS:”**
- | **Then look at each of the Proficient level criteria**
- | **Consider how each one could be enhanced so students understood how to go “above and beyond” Proficient level**



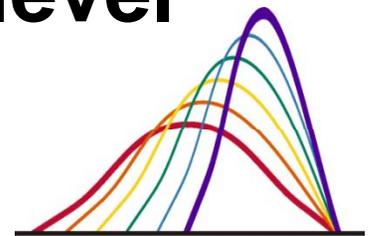
Important Benefit of Exemplary Level

- | **A great tool for differentiating instruction!**
- | **Exemplary level criteria invite students who need a challenge deeper into the task**
- | **Enable students to show “all that they know” relative to given task**



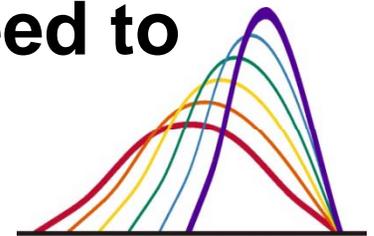
Progressing Level

- | **Can write specific criteria of what student performance would look like at this level OR**
- | **Can write: “Meets four of five criteria needed for Proficient”**
- | **Latter way is easier to score, keeps students focused on Proficient level**
- | **Both methods effective**



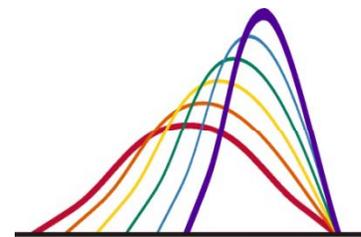
How to Use the Scoring Guide to Evaluate

- | **Check off each criterion present and highlight each criterion absent**
- | **Focus student attention on what's needed to improve**
- | **Provide help or instruction as needed**
- | **Allow student to revise work using specific feedback**
- | **Goal is “proficiency” – all criteria need to be met!**



Avoid Subjective Language

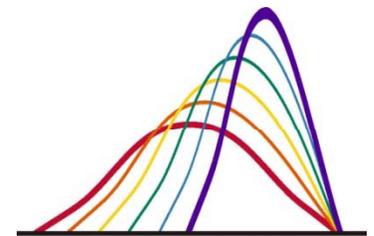
- | **4 Demonstrates Complete Understanding**
 - Demonstrates internalized understanding of major content and concepts
 - Communicates clearly and with originality
- | **3 Demonstrates Adequate Understanding**
 - Demonstrates general understanding of most major content and concepts
 - Communicates successfully



Avoid Subjective Language

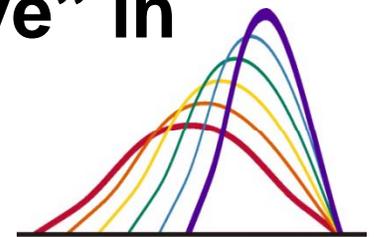
- | **2 Demonstrates Limited Understanding**
 - Demonstrates partial understanding of major content and concepts
 - Communicates on a limited basis

- | **1 Little or No Understanding**
 - Demonstrates little or no understanding of major content and concepts
 - Attempts to communicate



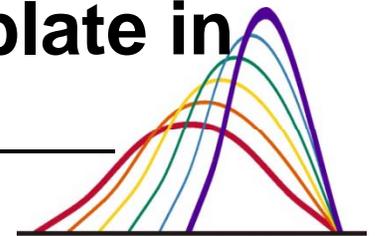
Possible Errors in Rubrics

- | **Error #1 – Too general – risk of unfairness and inconsistency**
- | **Error #2 – Too specific – risk of being too prescriptive**
- | **Since perfection is not an option – Error #2 is the better error to make!**
- | **Plenty of room to be creative in Engaging Scenario design – do not be “creative” in fairness**
- | ***Specificity is the key to fairness!***



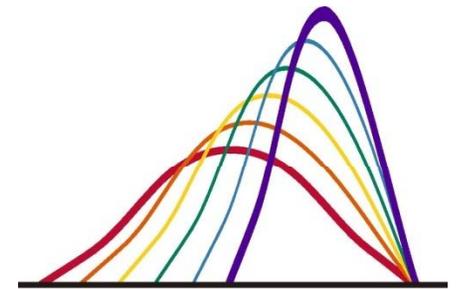
Strive for Objective Language

- | Language that is *specific*
- | Language that is *measurable*
- | Language that is *observable*
- | Language that is *understandable*
- | Language that is *matched to task directions*
- | Refer to Scoring Guide Design Template in Part 4 supporting documents, page _____



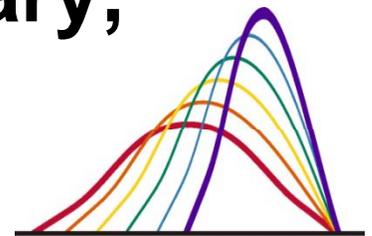
Generic Rubrics

**Task-specific criteria, but
applicable to more than one task,
assignment, project, or
performance**



Generic Rubric Examples

- | **IPAS Elementary, Middle School, and High School Scoring Guides**
- | **Please see selected generic rubrics in Part 4 support documents, pages 162-166**
- | **Complete set includes same types of rubrics for all levels — elementary, middle, and high school**



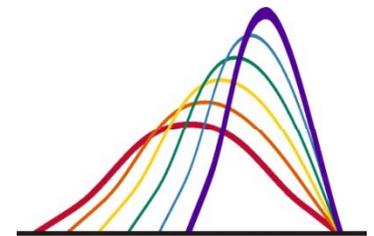
There Is No Perfect Rubric!

- | Teachers don't need to be experts to begin — it's a *process*, not an event
- | Allow time to experiment
- | Don't “over-rubricize!”
- | Save student work samples and rubrics from first year to share with next year's students
- | Collaborate with teachers, students



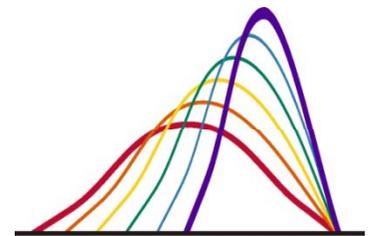
How Often To Use Rubrics? (Not In Handout)

- | **Whenever the assigned task has multiple directions**
- | **Whenever there are likely to be several levels of student proficiency**
- | **Don't "over-rubricize!"**



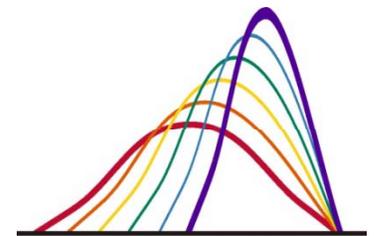
Rubric Websites (Not In Handout)

- | Rubistar.4teachers.org
- | www.edhelper.com
- | www.eduplace.com
- | www.teach-nology.com
- | myt4l.com

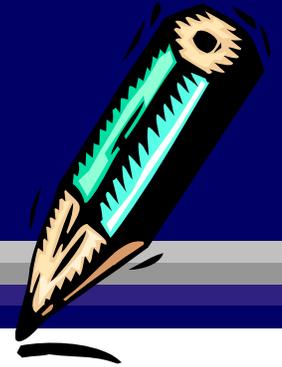


Excellent Books About Standards-based Grading (Not In Handout)

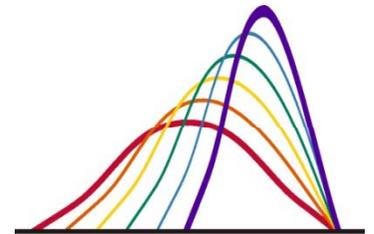
- | ***Transforming Classroom Grading,***
Robert Marzano, ASCD
- | ***Developing Grading and Reporting Systems for Student Learning,***
Thomas Guskey, Corwin Press



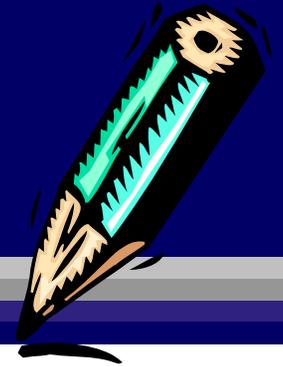
Activity: Write Scoring Guides



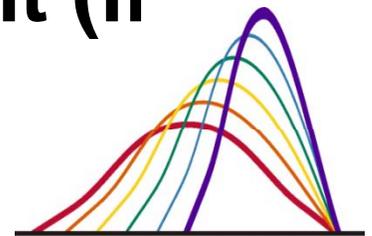
- | Review your first performance task directions
- | Create a three- or four-level rubric using performance level labels students will understand
- | Consider first what will constitute “proficient” performance



Activity: Write Scoring Guides

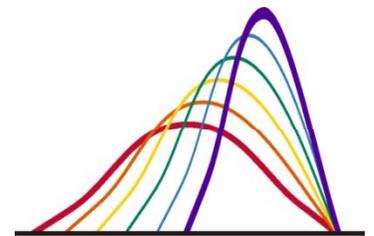


- | Use language descriptors that are measurable and specific, language that students will understand
- | Make sure scoring guide and task requirements fit “hand-to-glove”
- | Repeat process for remaining tasks in your performance assessment (if you did more than one)



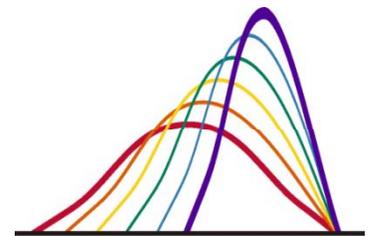
Now It's Time To...

- | **Complete first draft of your standards-based performance assessment**



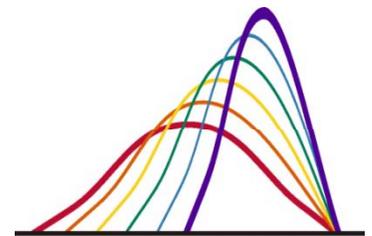
Sharing Out Format

- | **If time permits, consider sharing your work with others in your grade span or with the entire group, addressing:**
 - **Your content area(s) and grade level(s)**
 - **Essential Questions and Big Ideas**
 - **Engaging Scenario(s)**
 - **Synopsis of each task**
 - **Additional comments — insights about process, etc.**



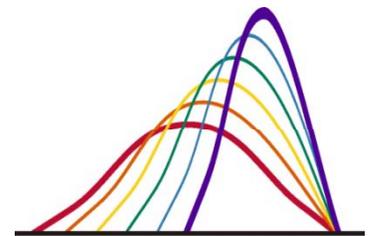
Questions and Discussion

- | **What questions do you have regarding scoring guides?**



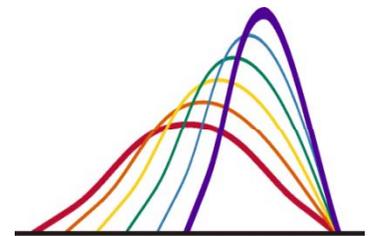
Review of Performance Assessment Steps

1. **Select particular standard(s) and indicators**
2. **“Unwrap” those standards and indicators**
3. **Determine the Big Ideas**
4. **Write the Essential Questions**
5. **Plan the performance tasks**
6. **Find interdisciplinary connections**
7. **Create the Engaging Scenario**
8. **Write the scoring guides**



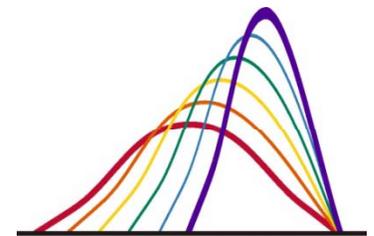
Summary of Performance Assessment Steps

- | **Executive Summary of each design step provided**
- | **Please refer to Part 4 supporting Documents, pages 167-169**



Evaluation

- | **Your feedback is appreciated!**
- | **Please complete seminar evaluation before you leave today**





Center for Performance

Assessment

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