Sample Performance Assessment

Content Area: Social Studies

Grade Level: Second (2)

Instructional Unit Sample: Who Has What?

Colorado Academic Standard(s): SS09-GR.2-S.2-GLE.2 -- People in communities manage, modify, and depend on their environment

Concepts and skills students master: Scarcity, goods, services, resources, solutions, limited, unlimited, demands, physical features, renewable and nonrenewable resources, supply and demand, scarce, solutions, location, community

Unit Description

This unit, Who Has What?, focuses on the existence, use, and maintenance of both physical and man-made resources with community environments. Using the local community as the organizing structure, students will consider the ways in which resources impact the kinds of lifestyles/lives people experience within the community and how the nature of available resources had an impact on peoples' decision to reside in their community. During the 3-4 weeks of the unit, students will explore various resources as well as compare the nature of their community against other communities with different resources. The learning experiences build to a performance assessment that asks students to construct a presentation that conveys the attributes they think could lead people to choose their community as a place to live.

Performance Assessment Description

Students will construct a presentation that truly highlights 2-4 natural and man-made resources in their (Boulder) community. Teachers can decide the best way to proceed with the creation of the presentations. That is, they can decide how the students will work (individually, in pairs, in small groups, etc.) as well as the ways in which the students will choose the resources they will highlight. Students could, for example, draw random resources from a hat-based on the lists or resources complied across the unit. Or, teachers could assign resources

Student Stimulus Material

The popular TV show, Community Hunters, has asked you and your classmates to represent your (Boulder) community! In your appearance on the show, you will focus on one or two natural resources that exist in your community and one or two goods and services available in your community. Your goal is to create a compelling and fun depiction of your community that will convince a panel of game show contestants that your community would make the ideal place to live.

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RUBRIC: Who Has What?

Scoring Criteria	Above Mastery 4	Mastery of Grade Level Standards 3	Approaching Mastery 2	Novice 1	Weight
Demonstration of key concepts and skills	Includes 3 or more • natural resources AND • goods and services from your community Use of key vocabulary enhances the persuasive argument of the presentation	Includes at least • 1-2 natural resources from your community AND • 1-2 goods and services from your community Utilizes key vocabulary from unit learning experiences	Includes at least • 1-2 natural resources from your community OR • 1-2 goods and services from your community Misuse of key unit vocabulary	Natural resources and/or man-made resources from the community are not clearly identified Lacks use of key unit vocabulary	Local Decision
Visual Aid	Includes those in Mastery, AND Design choices and organization of visual enhances understanding of the resources and persuades the audience independent of the oral presentation	Clearly illustrates the chosen resources Provides reasons to move to the community Grade appropriate conventions are used with few or no errors Design choices and organization of visual facilitates understanding of the resources independent of the oral presentation	Chosen resources are represented Reasons to move to the community are unclear Minor convention errors are present Design choices and organization of visual limit understanding of the resources independent of the oral presentation	Not all chosen resources are represented Reasons to move to the community are not included Convention errors impact access of content Design choices and lack of organization interfere with understanding the resources independent of the oral presentation	Local Decision
Presentation	Voice level, eye contract and body control enhances persuasion of presentation Utilizes effectively displayed visual aid to engage the audience	Demonstrates appropriate voice level, eye contact and body control References effectively displayed visual aid	Inconsistent use of appropriate voice level, eye contact and body control Effectively displays visual aid	Inappropriate use of voice level, eye contact and body control Ineffectively displays visual aid	Local Decision
				TOTAL	

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Performance Assessment Development Template

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

I. CONTENT STANDARDS	
Content Area: Social Studies	
Colorado Academic Standards Specify the Colorado Academic Standard(s) that will be evaluated by the performance tasks. Colorado Academic Standards Online (hold CTRL and click to visit the website)	**SS09-GR.2-S.2-GLE.2** People in communities manage, modify, and depend on their environment
Grade Level(s)	**2nd Grade**
Indicate the intended Depth of Knowledge (DOK) for this performance assessment.	☐DOK 1 ☑DOK2 ☐DOK 3 ☐DOK 4
What are some real-world situations that relate to the content standards above? Some examples are included in the Colorado standards under "Relevance and Application."	Individuals and businesses understand that they must manage resources in the environment such as conserving water, safeguarding clean air, managing electricity needs, and reducing the amount of waste. (SS09.GR.2-S.2-GLE.2) Communities collaborate to modify, manage, and depend on the environment. For example, elected officials decide how to manage resources, and communities may limit hunting, water usage, or other activities. (SS09.GR.2-S.2-GLE.2)
Summary. Provide a brief summary describing the task in the boxes below.	
Performance Task Name **Community Hunters (game show) Presentation**	**Brief Description of the Task** Students will construct a presentation that truly highlights 2-4 natural and man-made resources in their community.

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II. Claims, Skills, Knowledge & Evidence	
Claims. *What claim(s) do you wish to make about the student? In other words, what inferences do you wish to make about what a student knows or can do? Define any key concepts in these claims.*	**Successful completion of this task would indicate…** ➢ Ability to identify natural and man-made resources specific to one's community ➢ Ability to communicate clearly through oral presentation with a visual aid ➢ Ability to create a visual aid that clearly informs an audience **Key Generalization:** Available resources can often dictate financial decisions and influence where people choose to live
Skills. *Refer to the standard(s), grade level, and DOK levels you listed in Section I. Given this information, what skills should be assessed? All skills should align with the above claims.*	**Student should be able to…** ➢ Examine how communities utilize resources (SS09-GR.2-S.2-GLE.2-RA.2)
Knowledge. *Refer to the standard(s), grade level, and DOK level you listed in Section I. Given this information, what knowledge/concepts should be assessed? All knowledge should align with the above claims.*	**Student should know/understand…** ➢ Examples of resources in (our) community (SS09-GR.2-S.3-GLE.1-EO.c, d) ➢ Examples of renewable and non-renewable resources in (our) community
Evidence. *What can the student do/produce to show evidence of the above knowledge and skills?*	**Student will show evidence of skills and knowledge by…** ➢ Creating a presentation that highlights 2-4 natural and/or man-made resources in one's community

III.A. PERFORMANCE TASKS: Instructions to the Student
Think about the performance assessment process from a student's perspective. What instructions does the student need? Make sure the instructions are <u>fair and unbiased</u>. Instructions should be detailed, clear, and written at the appropriate grade level.
Give the student an overview of the performance assessment (i.e., purpose of the assessment, tasks the student will need to complete, etc.). You will create a presentation that highlights 2-4 natural and/or man-made resources in your community. You will describe your community and resources to persuade others to move to your community. Your presentation should include some type of visual. (Possible examples: poster, prezi, iMovie, powerpoint, brochure, collage, etc)

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Stimulus Material. *Describe what stimulus material the student will receive. For example, the stimulus might be a story or scenario that the student reads, analyzes, and to which the student provides a response.*

The popular TV show, Community Hunters, has asked you and your classmates to represent your (Boulder) community! In your appearance on the show, you will focus on one or two natural resources that exist in your community and one or two goods and services available in your community. Your goal is to create a compelling and fun depiction of your community that will convince a panel of game show contestants that your community would make the ideal place to live.

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

You will be able to use all previous learning activity materials (e.g. journal, collage, brochure, etc)

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

N/A

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

Submit your written composition/visual aid to the teacher before the formal presentation day

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Provide any other relevant information for the students' instructions.

N/A

III.B. PERFORMANCE TASKS:
Instructions to the Educator

Think about the performance assessment process from an educator's perspective. What instructions do educators need? Instructions to the educator should be clear and concise.

Before the Performance Assessment is Administered

How should the educator prepare the site where the performance assessment will be administered? Be as specific as possible.

Prepare the stimulus material to be read aloud or presented whole class rather than printing individual student sheets.

Depending on desire to make the room look like an actual game show, rearrangement of space and furniture may need to be considered.

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For students making presentations in technical forms – the tools to present those products needs to be made available.

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

> ➢ The previous learning materials (e.g. journal, collage, brochure)
> ➢ For further research, access to resources or the internet maybe necessary
> ➢ For creating products like prezi or iMovie access to technology is necessary.
> ➢ For creating products like a poster or collage access to craft materials is necessary.

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

The completed product (written composition or visual aid)

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

N/A

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

N/A

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

If the presentations are to be shared on the class website for the school or community video/audio recordings can be made but are not necessary.

During the Performance Assessment Session

How should the educator respond to students' questions?

During the creating and planning time, the educator can answer questions as normal. During the presentation, the presenter should not have questions.

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

The educator should be modeling appropriate active listening and audience behavior. Could be marking the rubric or taking observational notes during performance or record for class website.

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Upon Completion of the Performance Assessment

What does the educator need to collect from the student?

The written composition/visual aid before the presentation day.

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

Feedback provided through the graded rubric.

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

The student is responsible for cleaning up their materials.

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

Teachers can decide the best way to proceed with the creation of the presentations. That is, they can decide how the students will work (individually, in pairs, in small groups, etc.) as well as the ways in which the students will choose the resources they will highlight. Students could, for example, draw random resources from a hat-based on the lists or resources complied across the unit. Or, teachers could assign resources.

| III.C. PERFORMANCE TASKS: |
| Other Considerations |

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

The student will complete a written composition/visual aid. The educator will record observations and give feedback through a graded rubric.

What needs to be built for this performance assessment? *Refer to the materials list above. Think about what materials must be created for this performance assessment. Some examples include: worksheets, instruction sheets for the educator, videos, websites, etc.*

The oral presentation of the stimulus materials and or whole group visual of instructions needs to be prepared.

Copies of the provided rubric can be printed for students or displayed and discussed whole group.

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III.D. PERFORMANCE TASKS:
Accommodations

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

The outcome of this performance assessment would contain both written and spoken aspects. This would facilitate differentiation, especially if teachers chose to have students working in pairs/groups, by allowing individuals to take on the role of:
 ➢ Writer
 ➢ Presenter
 ➢ Graphic artist/visual consultant

Teachers could also pursue the creation of alternative presentation forms (iMovies, Prezis, etc.) that could open up more opportunities for differentiating how students could express what they have learned during the unit about their community and its resources.

Extra time/support can be given to prepare for the presentation

Directions need to be given in the student's home language.

Opportunities for higher level work provided in the exceeding expectations part of the rubric.

IV. EDUCATOR INFORMATION

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

The teacher needs to be knowledgeable about grade level and unit expectations and standards.

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Performance Assessment Development Process

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

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

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

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

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

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

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