

# Sample Performance Assessment

**Content Area:** Social Studies

**Grade Level:** Fourth (4)

**Instructional Unit Sample:** Choices and Consequences

**Colorado Academic Standard(s):**

SS09-GR.4-S.3-GLE.1 -- People respond to positive and negative incentives.

SS09-GR.4-S.4-GLE.2 -- The origins, structure and functions of the Colorado government.

**Concepts and skills students' master:** Interdependence, cause and effect relationships, government, goods and services, trade, tourism, economy, physical environment, citizenship, taxes, analyze, create and investigate questions, describe

## Unit Description

In this unit, [Choices and Consequences](#), students will learn about the social and economic development of Colorado; as well as the important role that physical and natural resources have played in developing and establishing economic stability in the state. Students will investigate how different groups have adapted to their environment and used the local resources and how resource use has had both a positive and negative impact on the region. Finally, students will study how the use and availability of resources have affected community expansion and development and how state and federal governments work together to manage and regulate the use of these resources.

## Consideration:

The performance assessment for this unit does not have to focus on a ski resort; consider focusing on a local issue/natural resource that would engage students in their community. In addition, the reading of informational texts, and primary and secondary sources, as well as persuasive writing are important skills that should be included throughout the unit.

Rubric Note: The provided rubric can be used as written or be tailored to include specific location and chosen issue.

## Performance Assessment Description

Student presentations should include:

- A clear statement of their position on the expansion of the ski resort
- Uses of the land and its impact on the environment and the local community
- Possible misuse/overuse of the land
- Current regulations for federal land use
- Explicit connections between federal, state, and local governments

Presentations can be through Powerpoint, posters, story boards, or any other visual aid that will support the oral presentation (students may be able to use SmartBoards, document cameras, overhead projectors, etc.)



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## Stimulus Material

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The local city council of your mountain town is meeting to discuss the proposed expansion of the local ski resort which is located on federal land. The resort wants to expand the ski area by increasing the number of ski lifts/runs, as well as adding year round activities (e.g. bike trails, a new alpine slide). As a member of this community, you are very interested in the economic success and environmental well-being of your town and state. As an interested party, you have a very strong opinion about this expansion. Your interests might represent a business owner, a resident whose family has been in the community for generations, a ski resort employee, a forest service worker, a homeowner, etc. You plan on speaking at the city council meeting to present your case. Your presentation should include a discussion of the economic and environmental benefits or drawbacks, as well as the local and state use of this natural resource (federal land).



### RUBRIC: Choices and Consequences

	Above Mastery	Mastery of Grade Level Standards	Approaching Mastery	Novice	
Scoring Criteria	4	3	2	1	Weight
<b>Demonstration of content knowledge and skills</b>	Includes those in Mastery AND Argument presented is more persuasive than just informative in representing a point of view	A clear statement of position on the issue  Explanation of the economic and environmental impact based on one's perspective is clearly understandable by audience  Argument identifies connections between levels of government  Utilizes key vocabulary from unit learning experiences	A vague statement of position on the issue  Explanation of the economic and environmental impact based on one's perspective is partly understandable by audience  Argument references government but connections are unclear  Misuse of key unit vocabulary	Unclear statement of position on the issue  Explanation of the economic and environmental impact based on one's perspective is unclear to the audience  Argument does not address government connections  Lacks use of key unit vocabulary	Local Decision
<b>Visual Aid</b>	Includes those in Mastery, and <ul style="list-style-type: none"> <li>• Organization,</li> <li>• Word choice,</li> <li>• Conventions,</li> <li>• Enhance understanding of the argument</li> </ul>	Visual aid clearly supports the argument presented  Organization facilitates understanding of the argument independent of the oral presentation  Few to no grade appropriate convention errors are evident	Visual aid addresses only some of the argument's factors  Organization limits the understanding of the argument independent of the oral presentation  Minor convention errors are present	Visual aid includes only one of the argument's factors  Lack of organization interferes with understanding of the argument independent of the oral presentation  Convention errors impact access of content	Local Decision
<b>Presentation</b>	Voice level, eye contact, and body control purposely engages the audience  Presentation uses the given time frame to enhance the argument  Utilizes visual aid to enhance the presentation	Demonstrates appropriate: <ul style="list-style-type: none"> <li>• Voice level</li> <li>• Eye contact</li> <li>• Body control</li> </ul> Presentation effectively uses the given time frame  References visual aid to point out factors of the argument	Inconsistently use of appropriate voice level, eye contact, and body control  Presentation within given time frame  General reference of visual aid during presentation	Inappropriate use of voice level, eye contact, body control  Presentation not within given time frame  Only displays visual aid during presentation	Local Decision
				<b>TOTAL</b>	



## 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.4-S.3-GLE.1**

People respond to positive and negative incentives

**SS09-GR.4-S.4-GLE.2**

The origins, structure and functions of the Colorado government.

**Grade Level(s)**

4<sup>th</sup> grade

**Indicate the intended Depth of Knowledge (DOK) for this performance assessment.**

DOK 1    DOK 2  
 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."**

Knowledge of the origins, structure, and functions of Colorado's government provides for participation, influence and benefits. For example, individuals can vote on ballot issues that affect taxes. (SS09.Gr.4.S.4-GLE.2)

The art of debate, critical reasoning, and active listening are skills that foster informed choices. For example, school boards review the pros and cons of an issue such as dress code and make a policy decision. (SS09.Gr.4.S.4-GLE.1)

Groups use both positive and negative incentives to affect behavior. For example, the tourism industry uses incentives to attract tourists and government agencies use tickets to discourage speeding, and fines for not following regulations (SS09.Gr.4.S.3-GLE.1)



<b>Summary.</b> Provide a brief summary describing the task in the boxes below.	
<b>Performance Task Name</b>  <b>City Council Presentation</b>	<b>Brief Description of the Task</b>  Student presentations should include: <ul style="list-style-type: none"> <li>➤ A clear statement of their position on the expansion of the ski resort (or the issue selected that is relevant to your community)</li> <li>➤ Uses of the land and its impact on the environment and the local community</li> <li>➤ Possible misuse/overuse of the land</li> <li>➤ Current regulations for federal land use</li> <li>➤ Explicit connections between federal, state, and local governments</li> </ul> <p>Presentations can be through Powerpoint, posters, story boards, or any other visual aid that will support the oral presentation</p>

<b>II. Claims, Skills, Knowledge &amp; Evidence</b>	
<b>Claims.</b> <i>What claim(s) do you wish to make about the student? In other words, what inferences do you wish to make about what a student knows or can do? Define any key concepts in these claims.</i>	<b>Successful completion of this task would indicate...</b> <ul style="list-style-type: none"> <li>➤ Ability to create an argument that supports a particular perspective</li> <li>➤ Ability to critique and synthesize multiple factors impacting the issue</li> <li>➤ Ability to effectively communicate your perspective to an audience</li> </ul> <p><b>Key Generalizations:</b> The mutually dependent relationship between state and federal governments provides services, regulates economic activities and protects citizens.</p> <p>Physical and natural resources typically provide the material basis for social/economic stability, adaptation, and regional development</p>
<b>Skills.</b> <i>Refer to the standard(s), grade level, and DOK levels you listed in Section I. Given this information, what skills should be assessed? All skills should align with the above claims.</i>	<b>Student should be able to...</b> <ul style="list-style-type: none"> <li>➤ Analyze primary source historical accounts to understand cause and effect relationships (SS09-GR.4-S.1-GLE.1-EO.b)</li> <li>➤ Create and investigate geographic questions (SS09-GR.4-S.2-GLE.1-EO.c)</li> <li>➤ Describe how the physical environment affects human activities (SS09-GR.4-S.2-GLE.2-EO.a; IQ.3)</li> <li>➤ Describe the impact of various technological developments on the environment and economy (SS09-GR.4-S.1-GLE.2-EO.d) (SS09-GR.4-S.3-GLE.1-IQ.2)</li> </ul>



<p><b>Knowledge.</b> Refer to the standard(s), grade level, and DOK level you listed in Section I. Given this information, what knowledge/concepts should be assessed? All knowledge should align with the above claims.</p>	<p><b>Student should know/understand...</b></p> <ul style="list-style-type: none"> <li>➤ The cause and effect relationship between the physical environment and the economy of Colorado (cattle ranching, mining, fruit industry) (SS09-GR.4-S.2-GLE.2-EO.a, d)</li> <li>➤ Examples of natural resources and events that impact industry in Colorado (e.g., droughts can impact ski industry, increase the threat of forest fires, and alter camping and fishing practices) (SS09-GR.4-S.3-GLE.1-EO.b)</li> <li>➤ The ways in which local, state and federal governments are interconnected (SS09-GR.4-S.4-GLE.2-EO.e)</li> </ul>
<p><b>Evidence.</b> What can the student do/produce to show evidence of the above knowledge and skills?</p>	<p><b>Student will show evidence of skills and knowledge by...</b></p> <ul style="list-style-type: none"> <li>➤ Presenting a position and the related arguments to the mock city council relevant to the issue chosen.</li> </ul>

### III.A. PERFORMANCE TASKS: Instructions to the Student

**Think about the performance assessment process from a student's perspective. What instructions does the student need? Make sure the instructions are fair and unbiased. Instructions should be detailed, clear, and written at the appropriate grade level.**

**Give the student an overview of the performance assessment (i.e., purpose of the assessment, tasks the student will need to complete, etc.).**

To demonstrate your ability to critique and synthesize information related to the economic success and environmental well-being of your community.

You will select your role in the community from:  
business owner, a resident whose family has been in the community for generations, an employee, a forest service worker, a homeowner, etc.

You will make a presentation that addresses the local city council stating your position and supporting arguments on the issue. Presentations can be through Powerpoint, posters, story boards, or any other visual aid that will support your oral presentation.

**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 student will receive a copy of the stimulus material and the provided rubric.

The local city council of your mountain town is meeting to discuss the proposed expansion of the local ski resort which is located on federal land. The resort wants to expand the ski area by increasing the number of ski lifts/runs, as well as adding year round activities (e.g. bike trails, a new alpine slide). As a



member of this community, you are very interested in the economic success and environmental well-being of your town and state. As an interested party, you have a very strong opinion about this expansion. Your interests might represent a business owner, a resident whose family has been in the community for generations, a ski resort employee, a forest service worker, a homeowner, etc. You plan on speaking at the city council meeting to present your case. Your presentation should include a discussion of the economic and environmental benefits or drawbacks, as well as the local and state use of this natural resource (federal land).

NOTE: The performance assessment for this unit does not have to focus on a ski resort; consider focusing on a local issue/natural resource that would engage students in their community. In addition, the reading of informational texts, and primary and secondary sources, as well as persuasive writing are important skills that should be included throughout the unit. NOTE: Some changes were made to the factual questions in the unit overview to more accurately reflect the content of this instructional unit.

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

Students will need access to primary and secondary sources and previous learning materials from the unit. Students could have access to searching on the internet for additional information and pictures.

Potential unit resources:

Bang, M. (1997). *Common Ground: The Water, Earth and Air We Share*. Lexile: 740

Geisecke, E. (2009). *Kids guide to government*. Lexile: 990

Harris, N. (2007). *What is a city council?* Lexile: 699

Kids Discover *Money* magazine. Lexile: 850

<http://www.kidsdiscover.com/shop/issues/money-for-kids/>

Miller, A. (2008). *Colorado (From Sea to Shining Sea)*. Lexile: 500-800

O'Brien, D. (2005). *Our Natural Resources*. Lexile: 300-500

Whitefeather, W. (1996). *Willy Whitefeather's River Book for Kids*. Lexile: 300-600

Whitney, L.D. (2010). *C is for Centennial: A Colorado Alphabet*. Lexile: 200-500

Bennett, J. (2011). *The Wizard Who Saved the World*. Lexile: 200-700

Cherry, L. (2000). *The Great Kapok Tree*. Lexile: 150-350

Cherry, L. (2002). *A River Ran Wild: An Environmental History*. Lexile: 300-500

Davies, J. (2009). *The Lemonade War*. Lexile: 630

Fourment, T. (2004). *My Water Comes From the Mountains*. Lexile: 300-500

Holling, C. H. (1980). *Paddle-to-the-Sea*. Lexile: 840



King Mitchell, M. (1998). *Uncle Jed's Barbershop*. Lexile: 150-350

Silverstein, S. (2014). *The Giving Tree*. Lexile: 530

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

N/A

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

Students will submit finished product to the teacher the day before the presentations take place.

Option: students could turn in outlines or plans for their presentation/argument in draft form to receive feedback during the process.

***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.***

Access to technology may be needed for this performance assessment based on student presentation type.

Primary and secondary sources and previous learning materials need to be available to the students.

Display materials, e.g. chart stand, maybe necessary for students who choose to create posterboards or other large visual displays.





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

Students need access to primary and secondary sources and previous learning materials from the unit to complete this assessment. The teacher could allow students access to the internet for further research.

Tools and materials necessary to create selected visual aids that the students choose, i.e. computers, posterboard, markers, etc.

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

For the mock city council presentation the student needs to bring all created visual aids.

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

Students should only bring their completed visual aids. Primary and secondary sources and previous learning materials not utilized in the creation of the visual aid should not be used during the presentation.

***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.***

The creation of the visual aid and prep for presentation could require multiple sessions. The grade level could choose to set a time limit to create conformity across classes. The need for additional time for some students would need to be considered/addressed. The teacher (or grade level) should set an expectation for the presentation length to reflect authentic city council time limits for presenting individual opinions.

***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.***

Not necessary but the presentations could be recorded for further evaluation or for sharing via the class website to the school and community.

**During the Performance Assessment Session*****How should the educator respond to students' questions?***

The teacher should be available to provide support and direction as normal during the creation and preparation period. The student presenter should not need to ask questions during presentation.



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

The teacher should be available to provide support and direction as needed during the creation and preparation time. The teacher should be modeling appropriate active listening/audience behavior during the presentation. The teacher could be scoring or taking notes during the presentation if desired.

**Upon Completion of the Performance Assessment**

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

The teacher will collect the completed visual aids the day before the presentation. After the presentations, the completed work could be put on display.

Option: Students could self-evaluate their visual aid using the provided rubric and provide this evaluation to the teacher.

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

During the creation and preparation time the teacher can provide feedback on the student's process and product. After the presentation the teacher can provide feedback to the student on the provided rubric.

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

The students are responsible for cleaning up their work areas.

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

For planning purposes:

There is creation time to make the visual aids.

Suggested time to have students practice their presentation with their completed visual aid.

And finally the performance of the presentation to the mock city council.



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

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

Students will submit the completed visual aid. The provided rubric will be used to score the visual aid and the presentation. The teacher could choose to have students complete self-evaluations and turn these in.

**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.**

\*\*\*REMINDER: the actual performance assessment can be modified by location and issue to make the task most relevant to your students and your community\*\*\*

The students need a copy of the stimulus material and rubric. A teacher created exemplar visual aid would enhance the quality of student work.

### 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 choice of roles creates an environment for student choice and/or adaption to meeting individual student needs.
- Providing student choice in product (i.e. Prezi, scrapbook) allows for meeting individual student needs.
- Extended time will be given to students who do not finish the assessment in the given amount of time.
- Directions need to be given in the student's home language.
- Breaks will be given to students when necessary.
- Directions and assessment can be given in a small group/individual setting.
- Graphic organizers and/or other supports can be provided.
- Opportunities for higher-level work are provided in the exceeding expectations part of the rubric.
- Presentation can be video-taped or given to a small group or teacher.
- Modification of content quantity allows for meeting individual student needs.



#### 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.



### Performance Assessment Development Process

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

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

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

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

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

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

