Sample Performance Assessment

Content Area: Social Studies

Grade Level: Six (6)

Instructional Unit Sample: What Did They Leave Behind?

Colorado Academic Standard(s):

SS09-GR.6-S.1-GLE.1
Analyze and interpret historical sources to ask and research historical questions

SS09-GR.6-S.1-GLE.2
The historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another

SS09-GR.6-S.2-GLE.2
Human and physical systems vary and interact

Concepts and skills students' master:

Artifact, culture, cultural beliefs and ideals, adaptation, primary and secondary sources, historical contexts, perspectives, historical interpretation, civilizations, archaeologist, historian, archeological site, archaeologist dig, archive, research, excavate; interpret, formulate, identify, analyze, describe, critique

Unit Description

In this unit, What Did They Leave Behind?, students explore how aspects of ancient cultural life are interpreted through artifacts left behind. Students will focus on material cultural artifacts as the physical evidence of the human experience. In addition, students will be introduced to how archaeologists and historians assess and evaluate primary and secondary sources to learn more about the lives of people in the past. This unit focuses on the early civilizations in the Americas, including the Maya, Inca, Aztec and Inuit. The unit culminates with students creating a website illustrating an analysis of artifacts found at an archaeological site and the significance of those artifacts.

This unit focuses on the history of the people in the Americas. Specifically, the Maya, Inca, Aztec, and Inuit. The learning experiences are organized by cultures. There are two learning experiences per culture, the first serves as an introduction to the culture, the second looks at the culture in more depth. Native American tribes may be covered in the unit entitled "*Movin' Movin' Movin'.*"

Performance Assessment Description

In cooperative groups of 4 to 5, students will create a website that provides the historical context and insight into the lives of people in the Americas. The website should be divided into regions: Central America (sites such as: Chichen Itza, Caracol, etc.; http://mayaruins.com/), South America (sites such as: Sacsahuaman, Machu Picchu, etc.; http://tinyurl.com/l3y22xv), and Mexico (sites such as: Monte Albán, Tenochtitlan, etc.; http://tinyurl.com/m7vppom)

The website will include information, images of artifacts that give insight into the ancient cultures. Students must include information that explains about the people who inhabited the location, the

environment, the architecture, agriculture, language, and their beliefs. Students will select the artifacts that best represent the people who inhabited the site.

http://www.weebly.com (Free website creator)

http://www.webnode.com/ (Free, easy to use website creator)

Stimulus Material

An archaeologist studies past cultures through artifacts. They work at historical sites to "uncover" the stories of the past through the discovery and analysis of the artifacts they discover. You are an adventure archaeologist who is working on the *Codex Archaeology Project* and you have to prepare a report for your investors on the progress of historical sites that are part of this project. You will work with your colleagues to create a website that describes the stories behind the artifacts you've discovered on the sites and their connection to the people of the past. Your investors want to know about the archaeological site you've excavated, and about the artifacts and beliefs of the ancient cultures that you've studied.

RUBRIC: What Did They Leave Behind?

Scoring Criteria	Above Mastery	Mastery of Grade Level Standards	Approaching Mastery	Novice	Weight
	4	3	2	1	Weight
Demonstration of content knowledge and skills	Includes those in mastery level, and: Information synthesis provides comparison of the 3 cultural regions Artifacts chosen demonstrate understanding of the uniqueness of the regions.	Information provides insight into the 3 cultural regions including the environment, the architecture, agriculture, language, and the people who inhabited the location and their beliefs. Artifacts chosen demonstrate understanding of the region	Information identifies and describes the 3 cultural regions including at least 3 of the given categories. Artifacts represent the region.	Information does not include all 3 regions and/or include less than 3 of the given categories. General artifacts are included.	Local Decision
Website product	Includes mastery level, plus the higher level features, such as Introduction Synthesis References Student created secondary source Design choices enhance the user's understanding of the content provided.	Contains page(s) for each of the 3 regions Full inclusion of artifacts & written information are provided for each region Relevant citations from research Design choices facilitate the user's understanding of the content provided. Website design is uniform, thereby demonstrating collaboration	Contains information for each of the 3 regions At least 1 artifact and written information provided for each region. Incomplete citations. Design choices do not interfere with the user's understanding of the content provided. Website design shows inconsistent collaboration through design choices	Contains information for 1 or 2 regions. An artifact and written information is provided. Citations missing. Design choices hinder the user's understanding of the content provided. Website design demonstrates lack of collaboration	Local Decision
Written Composition	Organization enhances comprehension of content Conventions selected enhance the product Content specific vocabulary chosen facilitates deeper understanding of content	Organization facilitates comprehension of content few to no grade appropriate convention errors are evident Word choice uses relevant content specific vocabulary	Organization does not interfere with comprehension of content Minor convention errors are present Word choice uses general content vocabulary	Lack of organization interferes with comprehension of content Convention errors impact access of content Lack of content specific vocabulary	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.6-S.1-GLE.1** Analyze and interpret historical sources to ask and research historical questions **SS09-GR.6-S.1-GLE.2** The historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another **SS09-GR.6-S.2-GLE.2** Human and physical systems vary and interact
Grade Level(s)	**6th 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."	➢ Historical thinkers evaluate historical sources for purpose, audience, point of view, context, reliability and authenticity. (SS09-GR.6-S.1-GLE.1.NO.1) ➢ Historical thinkers use primary and secondary sources to evaluate and develop hypotheses and interpretations of historical events and figures that are supported by evidence. (SS09-GR.6-S.1.GLE.1.NO.2) ➢ Historical information and context are used to interpret, evaluate, and inform decisions or policies regarding current issues such as the impact of the Columbian exchange on the world today. (SS09-GR.6-S.1.GLE.2.RA.1) ➢ Philosophies and ideas from history continue

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	to inform and affect the present such as the Aztec, Maya, and Inca influence. (SS09-GR.6-S.1.GLE.2.RA.2)
Summary. Provide a brief summary describing the task in the boxes below.	

Performance Task Name	Brief Description of the Task
What Did They Leave Behind Website Development	In cooperative groups of 4 to 5, students will create a website that provides the historical context and insight into the lives of people in the Americas. The website should be divided into regions: Central America (sites such as: Chichen Itza, Caracol, etc.; http://mayaruins.com/), South America (sites such as: Sacsahuaman, Machu Picchu, etc.; http://tinyurl.com/l3y22xv), and Mexico (sites such as: Monte Albán, Tenochtitlan, etc.; http://tinyurl.com/m7vppom) The website will include information, images of artifacts that give insight into the ancient cultures. Students must include information that explains about the people who inhabited the location, the environment, the architecture, agriculture, language, and their beliefs. Students will select the artifacts that best represent the people who inhabited the site. http://www.weebly.com (Free website creator) http://www.webnode.com/ (Free, easy to use website creator)

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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…** ➢ Understanding of difference between historian and archaeologist ➢ Ability to critique artifacts to answer questions about a culture ➢ Ability to synthesize information to teach others about the culture **Key Generalizations:** ➢ Cultural/societal artifacts illuminate historical context and provide insight into the lives of people in the past ➢ Humans often leave a legacy of their cultural beliefs and ideals that are open to various historical interpretations
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…** ➢ Interpret historical sources (SS09-GR.6-S.1-GLE.1-EO.b) ➢ Formulate historical questions (SS09-GR.6-S.1-GLE.1-EO.b) ➢ Critique information to determine if it can answer historical questions (SS09-GR.6-S.1-GLE.1-EO.c)
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…** ➢ Historical sources include artwork, eye witness accounts, letters, diaries, maps, etc. (SS09-GR.6-S.1-GLE.1-EO.a) ➢ The elements of culture (e.g., language, religions, system of government, beliefs, etc.) ➢ Ancient civilizations of the Western Hemisphere, including the Maya, Aztec, Inca, early Native American cultures of North America, etc. (SS09-GR.6-S.1-GLE.2-EO.b) ➢ The physical features of the Western Hemisphere and their effects on peoples in those regions (SS09-GR.6-S.2-GLE.2-EO.b) ➢ Adaptations people have made to their physical environment (SS09-GR.6-S.2-GLE.2-EO.c)
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 website that scores proficient or above on the provided rubric

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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.).

To demonstrate your ability to critique and synthesize information about a culture through artifacts, you will create a website to teach others about the culture.

This is a group project. You will work with your group to create a website that provides insight into the lives of people in the Americas. Your website will be divided into regions and include information and pictures about the different cultures.

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.

Stimulus story: An archaeologist studies past cultures through artifacts. They work at historical sites to "uncover" the stories of the past through the discovery and analysis of the artifacts they discover. You are an adventure archaeologist who is working on the *Codex Archaeology Project* and you have to prepare a report for your investors on the progress of historical sites that are part of this project. You will work with your colleagues to create a website that describes the stories behind the artifacts you've discovered on the sites and their connection to the people of the past. Your investors want to know about the archaeological site you've excavated, and about the artifacts and beliefs of the ancient cultures that you've studied.

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.

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:

Ardagh, P. *The Aztecs (History detective Series)*. Lexile: 1000

Calvert, P. *The Ancient Inca*. Lexile: 1120

Levy, E. *Awesome Ancient Ancestors!: Mound Builders, Maya and More*. Lexile: 990

MacDonald, P. *Sungods and Sacrifice*. Lexile: 740

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Maloy, J. *The Ancient Maya*. Lexile: 940

Mann, C. *Before Columbus The Americas of 1491*: 1080

Takacs, S. *The Inca*. Lexile: 850

Williams, S. *The Inuit.* Lexile: 800

Wofson, E. *Inuit Mythology.* Lexile: 735

Wood, T. *The Aztecs (See Through History).* Lexile: 810

Wyborny,S, *Life During the Aztec Empire.* Lexile: 840

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 notify the teacher that the website is finished.

Option: students share their websites with the class either through the internet or through a group oral presentation.

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 is required for this performance assessment.

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

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

Student needs basic computer skills and technology access to complete this performance assessment.

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.

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

The students could need to access prior learning materials if they have been kept in individual portfolios; otherwise the teacher should be providing the necessary research materials.

With this being a group project and possibly requiring multiple sessions, material needs to be organized so that student absences do not negatively impact the group process.

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.

This assessment 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.

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

N/A

During the Performance Assessment Session

How should the educator respond to students' questions?

The teacher should be available to provide support and direction as normal.

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 assessment. The teacher could record notes about the students' processes and regarding how the groups work together.

Upon Completion of the Performance Assessment

What does the educator need to collect from the student?

The teacher needs access to the completed websites.

Option: Students/groups could self-evaluate their website 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 and after the assessment, the teacher can provide feedback on the student's/group's process and product.

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

The students/groups are responsible for cleaning up their work areas.

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

Basic computer skills are required to complete this assessment. The teacher would need to plan for time to introduce the students to the website creator. Student exploration time with this program prior to the assessment could enhance the product. The teacher providing an example website could be beneficial.

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An optional category for the rubric could include a specific assessment of the group collaboration process if the teacher chooses to record anecdotal notes as groups produce their products and/or students' self-grade their process and/or product.

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 finished website. The provided rubric will be used to score the website. The teacher could choose to record information during the assessment. The teacher could choose to have students/groups complete self-evaluations and turn these in. Groups presenting the websites to the class would also allow for further information regarding the groups' understanding of the concepts. (The group presentation could be an additional category on the 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 students need a copy of the stimulus material and rubric. A teacher created exemplar website would enhance the quality of student work.

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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 product roles create 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. The teacher needs to have the technology skills/knowledge to teach/support the needed skills/programs (or, the support of a technology teacher).

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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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