Sample Performance Assessment

Content Area: Visual Arts

Grade Level: Second (2)

Instructional Unit Sample: Reflecting on Community Experiences

Colorado Academic Standard(s): VA09-GR.2-S.1-GLE.1, VA09-GR.2-S.1-GLE.2; VA09-GR.2-S.2-GLE.1; VA09-GR.2-S.3-GLE.1; VA09-GR.2-S.4-GLE.1

Unit Description

In this unit, Reflecting on Community Experiences, the students will explore place, space, architecture, city planning and mapping through the experience of community. Student will begin by studying their surroundings and eventually consider how communities, as a whole, are planned and created. Planning and understanding art making as a process are common to each learning experience. Expressive features and characteristic of art, symbols, and mixing media are also key elements in the unit. The unit culminates in a performance assessment that asks students to work collaboratively to design and map out a new community.

Performance Assessment Description

Students will work in small groups to map a new community. The process to complete this performance assessment will include the following components:

- ➢ Create an artwork depicting a special place
- ➢ Use sketchbooks to recognize and record (list and draw) the environment
- ➢ Create symbols for the functional features of their community
- ➢ List elements and purposes of symbols used in maps
- ➢ List and describe the steps necessary to plan a collaborative art work
- ➢ Collaboratively create a map with a key (legend) to show all the parts of a community and how to get from place to place

All of the elements of this performance task are done in the unit/lesson plans centered on the idea of the students' home and community. The performance task then asks students to apply their knowledge to a new, or imagined community. The rubric provided here could be used for the unit as a whole as well as for the performance task.

RUBRIC: Reflecting on Community Experiences

Scoring Criteria	Above Mastery	Mastery of Grade Level Standards	Approaching Mastery	Novice	
	4 I teach. I challenge myself. I am a leader.	3 I do. I am independent.	2 We do. I need support.	1 I am just beginning and need instruction.	Weight
PREPARING Artwork of Special Place for the New Environment	Uses sketchbooks **independently and with innovation** to record (list and draw) what could be in the new environment	Uses sketchbooks **independently** to record (list and draw) what could be in the new environment	Uses sketchbooks **with support** to record (list and draw) what could be in the new environment	**Needs instruction** to record (list and draw) what could be in the new environment and to begin to use sketchbooks.	1-4
CREATING Artwork of Special Place for the New Environment	Creates artwork **independently and with innovation** with advanced studio skills. Asks appropriate questions and is able to explain the concepts involved to others.	Creates an artwork, **independently**, using appropriate studio skills. Asks appropriate questions that develop the art work.	Creates an artwork, **with support**, using beginning studio skills. Asks procedural questions.	**Needs instruction** to be able to create an artwork using beginning studio skills.	1-4
PREPARING & CREATING SYMBOLS	Creates symbols, **independently and with innovation**, for the functional features of their community. Lists elements and purposes of symbols used in maps	Creates symbols, **independently**, for the functional features of their community. Lists elements and purposes of symbols used in maps	Creates symbols, **with support**, for the functional features of their community. Lists elements and purposes of symbols used in maps with support.	**Needs instruction** to create symbols for the functional features of their community. **Needs instruction** to list elements and purposes of symbols used in maps	1-4
CREATING COLLABORATIVE MAP	Plans and creates collaboratively a map with a key (legend) to show all the parts of a community and how to get from place to place. **Contributes innovative ideas to the art and helps the group as a whole work together.**	Plans and creates collaboratively a map with a key (legend) to show all the parts of a community and how to get from place to place	**With support**, can help plan and create collaboratively a map with a key (legend) to show all the parts of a community and how to get from place to place	**Need instruction** to plan and create collaboratively a map with a key (legend) to show all the parts of a community and how to get from place to place	1-4

COLORADO
Department of Education

EVALUATING MAP & COLLABORATION	Describes the steps necessary to plan a collaborative art work Can evaluate with art vocabulary the art work. Can evaluate how the group functioned **and make suggestions to improve collaborations in future**.	Describes the steps necessary to plan a collaborative art work. Can evaluate with art vocabulary the art work. Can evaluate how the group functioned together.	**With support**, can describe the steps necessary to plan a collaborative art work. **With support**, can evaluate the art work and how the group functioned together	**Needs instruction** to list and describe the steps necessary to plan a collaborative art work **Needs instruction** to evaluate the art work or how the group functioned together.	1-4
				TOTAL	5-20

COLORADO
Department of Education

Performance Assessment Development Template

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

I. CONTENT STANDARDS	
Content Area: Visual Arts	
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)	VA09-GR.2-S.1-GLE.1, VA09-GR.2-S.1-GLE.2 VA09-GR.2-S.2-GLE.1 VA09-GR.2-S.3-GLE.1 VA09-GR.2-S.4-GLE.1
Grade Level	**Grade 2**
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."	People can communicate visually with symbols and patterns in order to share information, inform understanding, and pass on knowledge to others. Creating art collaboratively can synthesize ideas from different points of view and develop a more comprehensive understanding between people.
Summary. Provide a brief summary describing the task in the boxes below.	
Performance Task Name	**Brief Description of the Task**
Reflecting on Community Experiences	Students will work in small groups to map a new community. The process to complete this performance assessment will include the following components: ➢ Create an artwork depicting a special place ➢ Use sketchbooks to recognize and record (list and draw) the environment ➢ Create symbols for the functional features of their community

COLORADO
Department of Education

- ➢ List elements and purposes of symbols used in maps
- ➢ List and describe the steps necessary to plan a collaborative art work
- ➢ Collaboratively create a map with a key (legend) to show all the parts of a community and how to get from place to place

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…** Patterns and symbols can communicate the relationships within a community.
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.*	**Students should be able to…** ➢ Create patterns and symbols to reflect on community (VA09-GR.2-S.1,2) and (VA09-GR.2- S.2-GLE.1) and (VA09-GR.2-S.3-GLE.1-EO.a,b,c,d) ➢ Use appropriate materials and media to communicate their ideas of community. (VA09-GR.2-S.1-GLE.1,2) and (VA09-GR.2- S.2-GLE.1) and (VA09-GR.2-S.3-GLE.1-EO.a,b,c,d) ➢ Create presentation-ready works of art. community (VA09-GR.2-S.1-GLE.1,2) and (VA09-GR.2- S.2-GLE.1) and (VA09-GR.2-S.3-GLE.1-EO.a,b,c,d)
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.*	**Students should know/understand…** ➢ Different ways symbols and patterns can be used in a variety of ways to represent community (VA09-GR.2-S.1-GLE.1,2) and (VA09-GR.2-S.2-GLE.1-EO.a,b,c) and (VA09-GR.2-S.3-GLE.1-EO.a,b,c,d) ➢ Different relationships that are found in communities (VA09-GR.2-S.1-GLE.1-EO.a,b,c) and (VA09-GR.2-S.2-GLE.1-E.a,b,c) and (VA09-GR.2-S.3-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c) ➢ Ways different materials and media can be used to create art that reflects personal and collaborative ideas of community. . (VA09-GR.2-S.1-GLE.1) and (VA09-GR.2-S.2-GLE.1-EO.a,b,c) and (VA09-GR.2-S.3-GLE.1) and (VA09-GR.2-S.4-GLE.1-EO.a,b,c)

COLORADO
Department of Education

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…** Students will work in small groups to map a new community. The process to complete this performance assessment will include the following components: ➢ Create an artwork depicting a special place ➢ Use sketchbooks to recognize and record (list and draw) the environment ➢ Create symbols for the functional features of their community ➢ List elements and purposes of symbols used in maps ➢ List and describe the steps necessary to plan a collaborative art work ➢ Collaboratively create a map with a key (legend) to show all the parts of a community and how to get from place to place

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.).   The purpose of the task is to apply the information learned from studying your own community into creating art and a collaborative map in an imagined environment.
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.*   You are an explorer and together with a large group of friends and family have landed/discovered in a new environment. You begin to design and build where you will live, what you will do, and where you will work, play, and learn. You and others in your developing community have decided to create a map together with a key (legend) to show all the parts of your community and how to get from place to place. You will put this map on a rocket and launch it in the air so others might find you and your community.

COLORADO
Department of Education

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 have the same materials available to them that they had for the preceding lessons.

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

None required.

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.).

Move on to the next task. Teacher determines when students begin collaborative mapmaking.

Provide any other relevant information for the students' instructions.

None.

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.

Any unnecessary clutter should be removed.

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

Required art materials should be readily available.

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

Their sketchbooks.

COLORADO
Department of Education

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

Cell phones and anything with ear buds – due to collaborative work.

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 performance task will take place over multiple class periods according to the educator's discretion.

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.

No.

During the Performance Assessment Session

How should the educator respond to students' questions?

Clarify instructions. Turn questions of idea or quality back to students.

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.)?

Observe and make notes as desired.

Upon Completion of the Performance Assessment

What does the educator need to collect from the student?

Sketchbook, Art Work, Collaborative Map

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

Praise and encouragement. Debrief as desired.

COLORADO
Department of Education

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

Students should return work space to original condition.

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

No.

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.)*

Student responses recorded in sketchbook. Sketchbook, art work, and collaborative map collected.

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.*

Written description of tasks to be posted in class.

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.).

Timing for individual components may vary. Collaborative Map task will need to have a fixed start and stop time to be determined by teacher.

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.

It is best if the performance assessment is administered by the same teacher who taught the unit of study.

COLORADO
Department of Education

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.

COLORADO
Department of Education