

Academic Standards & Performance Assessments



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Defining Performance and Authentic Assessments

Performance assessment:

A performance assessment involves a task or tasks that require students to demonstrate that they have mastered specific skills and competencies by performing or producing something.

Performance assessments can blend multiple targets in meaningful ways and must be scored with specific criteria (found in proficiency scales or rubrics).

List examples of performance assessments you have used in the past:

Authentic assessment:

An authentic assessment, like a performance assessment, involves a task or tasks that require students to demonstrate that they have mastered specific skills and competencies by performing or producing something that *closely resembles actual situations, abilities, and products that one might see beyond the school walls today*. Authentic assessments are designed and evaluated in the same way as performance assessments are, but they can offer the added benefit of additional outside feedback from a broader, authentic audience.

An authentic assessment is performance based. However, a performance assessment is not guaranteed to be an authentic assessment. A performance assessment should strive to utilize the challenging and engaging tasks that mirror the context in which adults do their work, but the resulting products or performances are generally artificial to the actual context, content, or process of the full breadth of work. If an assessment is truly authentic, the resulting products or performances can be used exactly as they are offered in the context beyond the school walls and the external audience will embrace it for the contribution it makes.

List examples of authentic assessments you have used in the past:

Is one better than the other? Why or why not?

Process for Developing Performance Assessments

1. Identify the standards to be assessed in the final product or process.
 - a. Consider blending standards in meaningful and productive ways (an example is monitoring *writing* standards and *literary analysis* at the same time).
 - b. Unpack the standard to fully understand the targets embedded.
 - c. Clarify critical terms and core processes involved.
 - d. Organize the targets in order of levels of challenge involved and sequence them in order of plausible delivery to assure student readiness through formative assessments.
2. Design the tasks that will integrate the standards in meaningful, challenging, and engaging ways. Do the tasks:
 - a. Align tightly to learning targets?
 - b. Emphasize questions requiring thought and knowledge (increase rigor)?
 - c. Focus on assessing skills worth learning (relevance, 21st Century skills)?
 - d. Allow for activities to match student learning styles and interests?
 - e. Feature assessment prompts or exercises that are well written so there is little confusion as to what the requirements and expectations are?
 - f. Strive to simulate real challenges facing people in a field of study or real life?
 - g. Allow for ***ill-structured challenges*** (more than one right answer)?
 - h. Provide sufficient and accurate evidence that the learners truly have achieved a level of certifiable mastery (multiple samples and/or evidence in a different context than the direct instruction)? An example is not to test the novel itself but skills learned through the novel in a different passage.
 - i. Avoid potential sources of bias and distortion? (For example, avoid asking learners to produce something on software that has not been specifically taught. Don't ask learners to create something they have never experienced firsthand. Avoid engaging learners in high-stakes settings that are extremely stressful.)
 - j. Require evaluations to be based on explicit criteria and performance standards?
3. Create the scoring tools (rubrics or proficiency scales).
 - a. Determine the performance criteria or proficiency scale: How good will be good enough?
 - b. Identify the criteria to be scored: *What* quality indicators will be evaluated against the proficiency scale?

- i. Make certain the criteria involved tie *directly* to the expectations of the standards.
 - ii. Work to align the criteria to the authentic application beyond the school walls.
What do the experts in that field say is important for quality with such work?
 - iii. Do not add extra things that were not included in the standards or explicitly taught during preparation.
 - c. Develop the appropriate tools *with student involvement* whenever and wherever possible. If students cannot co-create scoring tools, then involve students in the assessment process by directing them to the features that constitute a quality performance and enable students to judge levels of quality themselves until they develop inter-rater reliability with teacher expectations.
4. Prepare the learners by scaffolding the learning activities and tasks to build competency and efficacy.
 - a. Rely on multiple forms of communicating learning and displaying mastery.
 - b. Confirm specific knowledge components that might be assumed in a performance by assessing knowledge requirements with selected or constructed response items. (An example is reading notes versus playing music).
 - c. Provide ongoing feedback to nurture continued growth and mastery through teacher feedback, peer feedback, and self-assessments.
 - d. Engage learners in tracking their progress so they can monitor growth.
 - e. Continue efforts to demystify tasks, criteria, and standards to encourage thorough preparation. Provide quality and nonquality examples of work to generate clarity and consistency.
5. Score the performance and products.
 - a. Stick tightly to the scoring materials.
 - i. Do not add criteria that were not evident in the rubrics or scales.
 - ii. Do not change the rubrics or scales midstream.
 - b. Seek inter-rater reliability by scoring with colleagues and by checking early scores against later scores. Has the proficiency scale remained consistent?
 - c. Engage learners in self-assessing and reflecting on their learning.
 - d. Guarantee that there is sufficient evidence that the learners truly have achieved a level of certifiable mastery *without* teacher support along the way. If not, consider adding a smaller, aligned task that can be accomplished in a class period to validate findings.
6. Certify the learning in the report card.

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 - b. Unpack the standard to fully understand the targets embedded.
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 - d. Organize the targets in order of levels of challenge involved and sequence them in order of plausible delivery to assure student readiness through formative assessments.

Learning Targets

A learning target is the smallest, most isolated bit of information that can be extracted from a standard and assessed in isolation. The target is what teachers aim to hit with instruction, and it is what they certify was indeed mastered (hit) by each individual learner.

Learning targets guide instruction. Collectively, learning targets form the scaffolding to success on the overall standard.

Learning targets guide assessment design and use. Targets are assessed formatively to monitor for student mastery. Several data points demonstrating mastery over time would indicate that a learner was ready to certify mastery in a summative assessment.

Learning targets guide a learner's instructional decision making. When teachers provide accurate, specific data regarding learning targets, they make transparent the vision of the target, the learner's current level of mastery with the target, and specific, focused next steps to attain mastery of the target (Chappuis, 2009; Stiggins, Arter, Chappuis, & Chappuis, 2011; Moss & Brookhart, 2012). The feedback that teachers offer should promote learners' abilities to self-regulate by activating the following strategies to succeed academically:

- Engaging in self-observation (monitoring one's activities), self-judgment (evaluation of one's performance), and self-reactions (reactions to performance outcomes)
- Identifying their academic strengths and weaknesses
- Attributing their successes or failures to factors within their control (e.g., effort expended on a task, effective use of strategies)
- Establishing a repertoire of strategies to tackle the day-to-day challenges appropriately
- Maintaining a growth mindset
- Accepting and even seeking challenging tasks, and then rehearsing and refining knowledge and skills to develop a deep understanding of subject matter

Learning targets are integral to turning control over to the learners and ultimately certifying mastery.

Key to the Unpacked Standard for Grade-4 Comprehension and Collaboration:

1. **Highlight the verbs.** This immediately identifies the methods of assessment to be used. In Common Core standards, you may need to add a direct verb in parentheses next to the phrase to clarify the verb involved.
2. Underline any word or phrase that you believe would require direct instruction for the ages involved in this standard. If there are places where you disagree, put a small pretest there to answer your questions. Any place that you underline is a place that you would want to build in some formative assessments (direct instruction requires formative assessments—sometimes several—to ensure students grasped the learning).
3. **Use blue or bold text for any word or phrase** that can only be assessed in the *doing* phase and not in the *done* phase. For any starred item you identify, you will need to have quality criteria for *how well* it needs to be done and *what* will be monitored as they are doing it. You will also need to determine as a team what *proficiency* will be (how well it needs to be done).
4. *Italicize any tangible product.* These things will require rubrics and proficiency scales in order to judge quality. The criteria in these materials should match the criteria identified in the performances when and where possible.

Sample Common Core Standards

(Standards are from Common Core State Standards Initiative, www.corestandards.org.)

Math Grade 3 Geometry: Reason with shapes and their attributes.

- CCSS.Math.Content.3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
- CCSS.Math.Content.3.G.A.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.

ELA Grade 4 Speaking and Listening: Comprehension and Collaboration

- CCSS.ELA-Literacy.SL.4.1 Engage (discuss) effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade-4 topics and texts*, building on others' ideas and expressing their own clearly.

- CCSS.ELA-Literacy.SL.4.1a Come (prepare) to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- CCSS.ELA-Literacy.SL.4.1b Follow *agreed-upon rules* for discussions and carry out *assigned roles*.
- CCSS.ELA-Literacy.SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- CCSS.ELA-Literacy.SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- CCSS.ELA-Literacy.SL.4.2 Paraphrase (e.g. references to outside materials) portions of a text read aloud or information presented in *diverse media and formats*, including visually, quantitatively, and orally.
- CCSS.ELA-Literacy.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

ELA Grade 6 Reading Informational Texts: Integration of Knowledge and Ideas

- RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- RI.6.9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Math Grade 8 Statistics and Probability: Investigate Patterns of Association in Bivariate Data

- 8.SP.1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
- 8.SP.2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
- 8.SP.3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*

- 8.SP.4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?*

(Common Core Standards, page 1 of 2)

**ELA Grades 11–12 Literacy in History/Social Studies, Science, and Technical Subjects:
History Integration of Knowledge and Ideas**

- RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
- RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**ELA Grades 11–12 Literacy in History/Social Studies, Science and Technical Subjects:
Science Craft & Structure**

- RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
- RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- RST.11-12.6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Organize the targets in order of levels of challenge involved and sequence them in order of plausible delivery to assure student readiness through formative assessments.

Level the targets in order of complexity from easiest up to hardest:

Target 4: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Target 3: recount the key details and explain how they support the main idea.

Target 2: Determine the main idea of a text.

Target 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Build an assessment map that scaffolds the targets, ensuring quality formative assessments will support success on the final performance assessment.

Common Core standards, reading informational texts

- CCSS.ELA–Literacy. RI.3.1 **Target 1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CCSS.ELA–Literacy. RI.3.2 **Target 2:** Determine the main idea of a text. **Target 3:** recount the key details and explain how they support the main idea.
- CCSS.ELA–Literacy. RI.3.3 **Target 4:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Assessments: Homework, Quizzes, Projects, and Tests

	H1	H2	H3	CP1	H4	H5	CP2	H6	H7	Perf. Assess	Final
Target 1	X	X		X					X	X	X
Target 2		X	X	X		X	X			X	X
Target 3			X		X	X	X	X	X	X	X
Target 4					X		X	X	X	X	X

Which ones will be common?

Will they be formative?

Summative?

Mapping an assessment plan, MS math

Understand ordering and absolute value of rational numbers.

- **Target 1:** Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.
- **Target 2:** Write, interpret, and explain statements of order for rational numbers in real-world contexts.
- **Target 3:** Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.
- **Target 4:** Distinguish comparisons of absolute value from statements about order.
-

Level the targets in order of complexity from easiest up to hardest:

Sample map of scaffolded targets:

	Pretest	H1	H2	H Check	H3	H Check	H4	H Check	H5	Perform Task 1	Perform Task 2	H Check	H7	H Check	Exam	Perform Task
Target 1	X	X	X			Xr				Rubrics	Rubrics				X	Scale
Target 2	X		X	Xr	X		X								X	
Target 3	X				X		X	Xr	X			X			X	
Target 4	X						X		Xr				X	X	X	

Note: “r” indicates scored with a rubric aligned to mathematical practices.

Which ones will be common?

Will they be formative?

Summative?

Process for Developing Performance Assessments

2. Design the tasks that will integrate the standards in meaningful, challenging, and engaging ways. Do the tasks:
 - a. Align tightly to learning targets?
 - b. Emphasize questions requiring thought and knowledge (increase rigor)?
 - c. Focus on assessing skills worth learning (increase relevance / 21st Century skills)?

Rigor

“Rigor is the goal of helping students develop the capacity to understand content that is complex, ambiguous, provocative, and personally or emotionally challenging.”

Strong, Silver, and Perini, 2001

Rigor is a quality of instruction that requires students to construct meaning for themselves, impose structure on information, integrate individual skills into processes, operate within but at the outer edge of their abilities, and apply what they learn in more than one context and to unpredictable situations.

Mindsteps, April 16, 2012

Rigor is found in a balance of conceptual understanding, procedural fluency and application.

Non Examples of Rigor	Examples of Rigor

Levels of Rigor: Frameworks

- Depth of Knowledge (Webb, 2005)
- Cognitive Rigor Matrix (Hess, Carlock, Jones & Walkup, 2009)
- The New Taxonomy of Educational Objectives (Marzano and Kendall, 2008)
- Bloom's Revised Taxonomy (Anderson & Krathwohl, 2001)
- Rigor/Relevance Framework (International Center for Leadership in Education, 2012)
- Authentic Intellectual Work Framework (Newmann, et. al., 2007)

Webb's Depth of Knowledge Framework (2005)

- **Level 1: Recall**– Recall of a fact, information, or procedure (Recite, Recall, Label, Naming, Define, Identify, Match, List, Draw, Calculate).
- **Level 2: Skill/Concept** - Use information or conceptual knowledge, two or more steps, etc. (Infer, Identify Patterns, Modify, Predict, Distinguish, Compare).
- **Level 3: Strategic Thinking** – Requires reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer (Assess, Revise, Critique, Draw Conclusions, Differentiate, Formulate, Hypothesize, Cite Evidence).
- **Level 4: Extended Thinking** – Requires an investigation, time to think and process multiple conditions of the problem (Synthesize, Analyze, Prove, Connect, Design, Apply Concepts).

Talk Partners: *What can we do to promote more rigor in our classrooms?* (talk partner Range of Answers template)

- A. Integrate specific skills into question frames for discussion
- B. Integrate specific skills into exam questions and track progress skill by skill
- C. Teach students to level the rigor of questions and write questions that require certain kinds of rigor
- D. Lengthen wait or think time before calling for responses
- E. Respond by seeking more clarification or more information from student answers
- F. Encourage more risk taking and tolerate mistake making or productive failure
- G. Develop rigorous and relevant questions worth exploring for teams to answer in PLCs as practice

Prioritize your responses and jot your ideas (rationale, examples, etc.) here:

Relevance

Relevance: having direct bearing on the matter in hand; pertinent, connected, important, significant

In order for learning to make sense and ‘take hold,’ it must be connected to value beyond the school walls. Creating relevant learning experiences involves creating curriculum, instruction and assessment experiences that are based on current events, personal backgrounds, and historical realities while emphasizing competency in necessary skills for real world tasks and applications.

Relevance Requires

- Making connections between the subject and its application outside the classroom walls (avoid ‘real world’ language)
- Opportunities to learn about oneself as a learner
- Learning for learning’s sake
- Designing meaningful [and engaging] experiences and outcomes aligned with the established purpose [learning targets]

Douglas Fisher, 2013

Finding Relevance

Apply in discipline – curriculum, instruction, and assessment plans are aligned to focus on the specific discipline in which they are taught.

Apply across disciplines – curriculum, instruction, and assessment plans are generalizable so as to be linked to specific applications in other disciplines or are blended with knowledge and skills from other disciplines.

Apply in authentic structured challenges – curriculum, instruction, and assessment plans are placed in the context of applications beyond the school walls, but are structured for predictable or calculable outcomes.

Apply in authentic ill-structured challenges – curriculum, instruction, and assessment plans are embedded in learning experiences beyond the school walls and are designed to address complex problems requiring real solutions. In such a context, there is no single calculable answer; rather, there are many pathways to solutions and success.

Non Examples of Relevance	Examples of Relevance

21st Century Skills

The demands of the 21st century require educators to reconsider how they prepare their learners to leave schools career and college ready. There are four critical skills that have emerged through the collaborative and investigatory work of the Partnership for 21st Century Skills: communication, collaboration, critical thinking, and creativity (see www.p21.org/).

Understanding the Four C's

Communication: sharing thoughts, feelings, ideas, questions, concerns, and solutions in healthy and productive ways

The Common Core standards provide ELA strands that directly address the needs and concerns regarding communication:

- Technical reading
- Technical writing
- Speaking
- Listening
- Productive group work

National Education Association (n.d.): “Students must be able to effectively analyze and process the overwhelming amount of communication in their lives today. Which information sources are accurate? Which ones are not? How can they be used or leveraged effectively?”

Excerpts from Common Core standards linked to *communication*:

- Communicate coherent instructions.
- Express thoughts clearly.
- Crisply articulate opinions.
- Analyze and frame effective arguments.
- Maintain a sustained conversation over a period of time with diverse audiences.
- Motivate others through powerful speech.

Assessing communication as a 21st century skill is not the same as it might be today:

- There is no such thing as a five-paragraph essay.
- In an information explosion era, the world craves *concise*.
- There is no such thing as every paper having the same minimum number of sources, or every speech lasting exactly five minutes. The *topic* determines the demands of the products.

Collaboration: This means working together to reach a common goal, capitalizing on and blending each team member's talents and strengths, and putting expertise and skills to work for a greater purpose

National Education Association (n.d.): "Generally, collaboration has been accepted as a skill that's essential to achieve meaningful and effective results. In the past decade, however, it has become increasingly clear that collaboration is not only important but necessary for students and employees, due to globalization and the rise of technology."

Excerpts from Common Core standards linked to *collaboration*:

- Participate in collaborative conversations with diverse partners.
- Follow agreed-upon rules for discussion.
- Initiate and participate effectively in a range of collaborative discussions.
- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.

Assessing collaboration as a 21st century skill is not the same as it might be today:

- There is no such thing as everyone contributing an exact, equal amount to a project or a conversation.
- Participation cannot be measured by those who do the talking.
- The process is organic (filled with unforeseen and natural hurdles) and synergistic.
- Conflict is a necessary and worthy component and we would have to teach learners to work through it rather than reward the teams who never experience it.
- Job effectiveness is based on productive work habits and quality products and not contrived talking or participation criteria.

Critical thinking: This means looking at problems in a new way and linking learning across subjects and disciplines.

National Education Association (n.d.): “Successful problem solving in the 21st century requires us to work effectively and creatively with computers, with vast amounts of information, with ambiguous situations, and with other people from a variety of backgrounds.”

Excerpts from Common Core standards linked to *critical thinking*:

- Solve word problems.
- Use variables to represent two quantities in a real-world problem that change in relationship to one another.
- Analyze the relationship between a primary and secondary source on the same topic.
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient.
- Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.
- Apply geometric methods to solve design problems.
- Prove theorems about parallelograms.
- Analyze nuances in the meaning of words with similar denotations.

Assessing critical thinking as a 21st century skill is not the same as it might be today:

- Algorithms involve the application of procedural knowledge, which does not always equate to critical thinking.
- Algorithms can be digitized, and the human need to master the algorithm becomes minimized.

- Extensive and sometimes exhaustive investigation is required in true critical thinking—often beyond the school walls.
- Critical thinking requires more than singular right answers.
- Critical thinking often involves team work. And revisions.

Creativity: trying new approaches to get things done; inventing new products and innovating with old concepts and new technologies; and integrating ideas in order to solve complex problems in ways that have not been tried by others

Daniel Pink (2006, p. 1): “The future belongs to a very different kind of person with a very different kind of mind—creators and empathizers, pattern recognizers and meaning makers. These people ... will now reap society’s richest rewards and share its greatest joys.”

Excerpts from Common Core standards linked to creativity:

- Use technology, including the Internet, to produce, publish, and update individual or shared writing products.
- Engage and orient the reader by establishing a context and point of view.
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- Construct a function to model a linear relationship between two quantities.
- Make formal geometric constructions with a variety of tools and methods.
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Assessing creativity as a 21st century skill is not the same as it might be today:

- Creativity cannot just be the add-on defining feature that separates the best from the rest. It must be taught and expected of all.
- Because creativity requires time, an extensive knowledge base, and constant revisions of thinking and organizing, it cannot be demanded in short-cycle assessments or assessments that happen early in the learning progression.
- Creativity requires productive failure.
- Creativity requires the review of critical friends who challenge and improve the design or solution.
- Creativity requires addressing provocative challenges.

Authentic Intellectual Work (putting Rigor and Relevance together)

According to Newmann, King, and Carmichael (2007), learning is *authentic* when three criteria are addressed:

- **Construction of knowledge:** Learners are literally creating new knowledge. This is beyond *gaining* information; it requires synthesizing activities to create and integrate meaning.
- **Disciplined inquiry:** Learners are asked to think and act exactly as professionals within the designated discipline would normally think and act while working. They explore content beyond given instruction in order to find answers and they have the discipline to remain focused and committed throughout the duration of the task.
- **Value beyond school:** Learners are connected to content and experiences that are relevant to them *at their current age* rather than preparing for something that might happen in their futures. Concepts and skills are applied to real problems facing individuals of their age group or community.

Directions: Select any one of the following assessment items and see if you can turn it into a quality performance assessment. Try factoring in any or all of the following:

Assessments (or select one of your own choosing that is not on the list):

Social Studies: Create a timeline that details the specifics of the Civil War.

Math: Plot slope (use given numbers to generate the slope and/or given a slope, determine the points of intersection).

Science: Design and conduct the gas and balloon scientific experiment. Prepare a lab report with your methods and findings.

Lang. Arts: Write an essay about a hero in your life.

Music: Critique an instrumental or vocal ensemble performance.

Art: Compare and contrast masks across cultures.

PE/Health: Create a personal fitness plan with success indicators and benchmarks to monitor progress.

Business: Create an electronic ad or brochure to promote a school event.

World Lang.: Engage in a five-minute conversation with your teacher in the language of study.

Mapping an Assessment Plan to Address a Standard

Standard to be addressed: Group discussion part of ELA SL 4.0

Comprehension and Collaboration

- CCSS.ELA-Literacy.SL.4.1 **Engage (discuss) effectively** in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, **building on others' ideas** and **expressing their own clearly**.
 - CCSS.ELA-Literacy.SL.4.1a **Come (prepare)** to discussions prepared, having **read or studied** required material; explicitly **draw on that preparation and other information** known about the topic to **explore** ideas under discussion.
 - CCSS.ELA-Literacy.SL.4.1b **Follow agreed-upon rules** for discussions and **carry out assigned roles**.
 - CCSS.ELA-Literacy.SL.4.1c **Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others**.
 - CCSS.ELA-Literacy.SL.4.1d **Review the key ideas** expressed and **explain their own ideas** and understanding in light of the discussion.
- CCSS.ELA-Literacy.SL.4.2 **Paraphrase** (e.g. references to outside materials) portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-Literacy.SL.4.3 **Identify the reasons and evidence a speaker provides to support particular points**.

Student-Friendly Strategic Targets

- I can engage in an effective collaborative discussion with another person who may be very different than me. I can follow the identified rules that will guide our discussion.
- I can come prepared and ready to share the important information that I have gathered by reading, viewing, or listening to reliable sources.
- I can review or paraphrase what others said before I talk and add to their ideas.
- I can express my own ideas clearly, making sure I am contributing to the conversation.
- I can identify the reasons and evidence that others use to support their ideas.
- I can respond appropriately when I disagree with someone who shares an idea I don't like.

Summatives for this standard: Write brief descriptions.

Summative 1: Pinwheel discussions

- Topic 1: *Digital footprints—what trail are you leaving behind?*
- Topic 2: *Today’s pirates—from seas to living rooms, is piracy ever just?*

Summative 2: Socratic seminars

- Inner-circle A discussion: *How can we stop cyber bullying?*
- Inner-circle B discussion: *True heroism—can it happen in our school?*

Summative 3: Juried forums

- *Should teachers give homework?*
- *Should students use cell phones in schools?*

Group discussion activities will take place over the course of a semester and will be integrated with the content of study at that time. There are two discussion topics (more can be added as needed) so that the group can be divided for more specific attention to details and scoring. Each group discussion will be scored with the same rubrics and each discussion will conclude with a written essay which can be used to score the writing standards (not represented here) and which can provide concrete reflection of the ideas held by the student during the discussion.

Content and Method of Assessment	Connection to Summative: Specific Targets Included in the Assessment (See circles and underlines.)	Proficiency Scales, Quality Criteria, Rubrics, and Other Tools to Support Evaluation Processes (See stars and boxes.)
Assessment 1: <i>Formative</i> Will this assessment be a common assessment? <i>No</i>	<i>Engage effectively in a range of collaborative discussions (in groups), building on others’ ideas and expressing their own clearly.</i> Watch video of a collaborative conversation and analyze as a classroom. It is a small-group discussion with each member of group being responsible for a given scale. The whole class debriefs, and the class discusses strengths and opportunities for growth in the conversation. Co-create a group discussion rubric that will be used to judge observed performances.	Data tracking sheets and scales: • Prepared scale • Expressing ideas clearly scale • Question scale • Qualify and justify views scale Scales ultimately will be combined into a single rubric.

Content and Method of Assessment	Connection to Summative: Specific Targets Included in the Assessment (See circles and underlines.)	Proficiency Scales, Quality Criteria, Rubrics, and Other Tools to Support Evaluation Processes (See stars and boxes.)
Assessment 2: <i>Formative</i> Will this assessment be a common assessment? <i>No, but there will be shared artifacts.</i>	Observe another discussion and practice scoring with new rubric. Revise and refine discussion rubric as needed.	Rubrics from each classroom will be shared across the team or grade level so that students and teachers can check for alignment and consistency and eventually end up with a single discussion rubric. Note: Align with specific targets from current unit of study.
Assessments 3–4: <i>Formative</i> Will this assessment be a common assessment? <i>No</i>	Fishbowl for philosophical chairs: Practice scoring with the scales and rubrics. Debrief results and check for consistency in scoring.	Use scales and rubrics to generate inter-rater reliability. Note: Align with specific targets from current unit of study.
Assessment 5 <i>Type: F or S</i> Common? Individual?	Continue adding the small formative or summative assessments to support overall mastery and readiness to take the final summative assessments.	

Assessment Review Protocol

Authors or team members complete page 1 and the top of page 2 and provides a copy of the assessment tools for reviewers.

Name of course: _____ Date of review: _____

Authors or team of assessment being reviewed: _____

Title or unit of assessment being reviewed: _____

Standards Addressed in the Assessment

You will need available copies of relevant standards. Attach if needed.

Isolate learning targets found within the standard (assessable parts of the standard listed above):

Total number of learning targets: _____

Total number of strategic targets (skill- or reasoning-oriented) for assessment:	
Total number of specific targets (content specific) for assessment:	

Selected methods identified to assess articulated standards. Check types to be used:

☐ **Selected response** ☐ **Constructed response** ☐ **Performance assessment**

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Performance Assessments, p. 22

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Identify the primary purpose of the assessment:

Check One Only	Assessment Purpose
	Possession: Students demonstrate ownership of declarative and procedural knowledge. Requires basic retrieval and understanding.
	Execution: Students use acquired knowledge and skills to create solutions to problems, make informed, strategic decisions, and respond to the demands of daily challenges.
	Integration: Students extend and refine knowledge to automatically and routinely analyze and solve problems and employ solutions. Students must blend knowledge and skills with other disciplines in order to be successful.
	Construction: Students use extensive knowledge and skill in dynamic ways to construct new solutions to current complex known problems, to solve unanticipated problems, and to take action. Their efforts inform <i>our</i> understanding of the necessary knowledge and skills.

Reviewers begin here:

Date of review: _____ Team members reviewing materials: _____

Describe selected methods and identify how they will assess the level of rigor in the identified standards:

(Protocol, page 2 of 6)

Quality of Targets Relative to Standard

Select a level of quality for each provided statement.

Statements of Quality for Over Target Listing	Check If Yes	Feedback
Targets align with required or appropriate standards for course.		
Targets are sufficient in reflecting the whole of the standards.		
Targets are accurate . They reflect the core processes and knowledge demanded by the standards.		
Targets are appropriately scaffolded (build on each other).		
Targets are written in student-friendly language (framed as “I will” or “I can” or “students will be able to” and put in terms students understand).		

If *selected response*, number of questions per target: _____

Rigor of Targets

Option: Fill in the table below *or* write the level of rigor next to the questions or prompts on the assessment.

Total Number	Depth of Knowledge Levels (Webb Alignment Tool, July 2005)	Percent of Total
	Level 1: Recall —recite, recall, label, naming, define, identify, match, list, draw, calculate	
	Level 2: Skill/concept —infer, identify patterns, modify, predict, distinguish, compare	
	Level 3: Strategic thinking —assess, revise, critique, draw conclusions, differentiate, formulate, hypothesize, cite evidence	
	Level 4: Extended thinking —synthesize, analyze, prove, connect, design, apply concepts	

(Protocol, page 3 of 6)

Criteria for Constructed Response or Performance-Based Assessments

If *constructed response or performance assessment*, identify criteria used to determine quality of target mastery. (List or attach rubric for review.)

Statements of Quality for the Prompts or Tasks	No Evidence	Developing	Proficient
The prompts or tasks are well written, leaving little room for confusion or misinterpretation.			
The prompts or tasks emphasize prompts or tasks requiring thought and knowledge.			
The prompts or tasks focus on assessing skills worth learning.			
The prompts or tasks strive to stimulate real challenges facing people in a field of study or real life.			
The prompts or tasks allow for activities or topics to match student learning styles or interests.			
The prompts or tasks will provide sufficient and accurate evidence that the learners truly have achieved a level of certifiable mastery.			
The prompts or tasks avoid potential sources of bias and distortion.			
The prompts or task integrate the four C's of next generation assessments: • Communication • Collaboration • Creativity • Critical thinking			
The supporting tools clearly require evaluations to be based on explicit criteria and standards of quality.			

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Conclusion: Reviewer Team Feedback

Opportunities for Growth	Celebrations of Strengths

(Protocol, page 5 of 6)

Author or Team Self-Assessment

Authors completes page and responds according to feedback from the reviewers.

Opportunities for Growth	Celebrations of Strengths

Author or Team Reflections: Next Steps

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