

PERFORMANCE ASSESSMENTS: DEVELOPING HIGH QUALITY TASKS AND RUBRICS

The session will begin shortly

In the meantime, please respond to this question in the chat box: **How do you presently use performance assessment formatively?**

Hawaii Department of Education
Office of Curriculum, Instruction and Student Support

Webinar's Objective

This presentation aims at helping participants gain

1

- Knowledge of how to select, revise, and develop high-quality performance tasks and assessments.

2

- A brief overview of how to use performance assessments (tasks and rubrics) formatively as teaching tools.

What is Not New About Performance Assessment?

We have always had

- **Science labs**
- **Students doing a speech or dramatic interpretation**
- **Creating a piece of art**
- **Dribbling a basketball across the court**

What is New About Performance Assessment?

- It is an appropriate assessment method for many of our learning targets in CCSS.
- The CCSS does not ask for students just to be able to answer yes/no or multiple choice items. It requires rigor and for students to produce evidence.
- Will be included in large scale assessments, such as the one being created by the Smarter Balanced Assessment Consortium (SBAC)

Examples

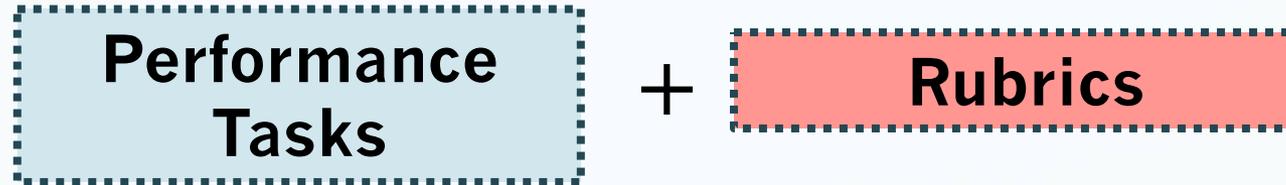
Grade 6: Writing Standard (6.W.6)

- Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others, demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Grade 2 Math: Represent and Interpret Data (2.MD.9)

- Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole number units.

Defining Performance Assessment



Has two parts:

- The task to be completed by students
- The criteria for judging quality (Rubric)

Can be used formatively

- To provide focused feedback for adjustments to support learning for all students
- To enable students to self assess

- Jan Chappuis, et al. 2012

Possible Assessment Methods

- **Selected Response**

 - Multiple Choice

 - True/False

 - Matching

 - Fill-in-the-Blank-Questions

- **Written Response**

- **Performance Assessment**

- **Personal Communication**

 - Instructional Questions and Oral Examination

 - Interviews, Conferences, and Conversations

 - Student Journals and Logs

Target X Method Match

| | Selected Response | Written Response | Performance Assessment | Personal Comm. |
|----------------------|-------------------|------------------|------------------------|----------------|
| KNOWLEDGE | Good | Strong | Partial | Strong |
| REASONING | Good | Strong | Partial | Strong |
| SKILLS (PERFORMANCE) | Partial | Poor | Strong | Partial |
| PRODUCT | Poor | Poor | Strong | Poor |

Rules of Engagement

- **These assessment methods are not interchangeable—they work differentially well with different kinds of learning targets.**
- **None of the methods is inherently superior to the others.**
- **Each method brings specific strengths and weaknesses.**

Sound Assessment Design: Big Ideas

- **Assessment methods match learning targets.**
- **Sample is representative of learning targets.**
- **Items, tasks, and scoring guides are of high quality.**
- **Bias is minimized.**
- **Assessments are designed so students can self-assess and set goals based on the results, when appropriate.**

Characteristics of a Good Task

- 1. Content of the Task-***What learning will the task demonstrate?*
- 2. Structure of the Task-***Are the directions and guidance clear and sufficient?*
- 3. Sampling-***Is there enough evidence?*

1. Content of the Task- *What learning will the task demonstrate?*

- **Target Alignment**

Aligns to the intended learning target and elicits the right performance or product

- **Authenticity**

Provides as realistic a context as possible

- **Choice**

- **Level of Scaffolding**

Information points the way the way to success without “overhelping”

- **Interference**

- **Availability of Resources**

1. Content of the Task

Rubric for Tasks—Content

What learning will the task demonstrate?

| | Level 3: Ready to Use | Level 2: Needs Some Revision | Level 1: Completely Revise or Don't Use |
|-------------------------|--|--|---|
| Target Alignment | All requirements of the task are directly aligned to the learning target(s) to be assessed. The task will elicit a performance that could be used to judge proficiency on the intended learning targets. | Some requirements of the task are not aligned to the learning target(s) to be assessed. There is extra work in this task not needed to assess the intended learning targets. | Requirements of the task are not aligned to the learning target(s) to be assessed. The task will not elicit a performance that could be used to judge proficiency on the intended learning targets. |
| Authenticity | The task provides as realistic a context as possible, given the learning target and intended use of the information. The conditions model application of the learning to a practical situation found in life beyond school. | The task provides an artificial context. The conditions do not provide a clear link to application of the learning to situations found in life beyond school. | The task either provides no context, when it would be appropriate to provide one, or the context does not lead students to see how the learning could apply to situations found in life beyond school. |
| Choice | If the task allows students to choose different tasks, it is clear that all choices will provide evidence of achievement on the same learning targets. All choices ask for the same performance or product, with approximately the same level of difficulty, and under the same conditions. | If the task allows students to choose different tasks, some of the choices may relate to different learning targets, or there is some variation in performance or product called for, level of difficulty, or conditions. | If the task allows students to choose different tasks, none of the choices relate to the same learning target, or there is considerable variation in performance or product called for, level of difficulty, and/or conditions. |
| Interference | Successful completion of the task does not depend on skills unrelated to the target being measured (e.g., intensive reading in a mathematics task). The task is culturally robust. Successful completion is not dependent on having had one particular cultural or linguistic background. | Successful completion of the task may be slightly influenced by skills unrelated to the target being measured. Successful completion of the task may be slightly influenced by having had one particular cultural or linguistic background. | Successful completion of the task depends on skills unrelated to the target being measured (e.g., intensive reading in a mathematics task). The task is not culturally robust. Successful completion depends on having had one particular cultural or linguistic background. |
| Resources | All resources required to complete the task successfully are available to all students. | Some students may have difficulty obtaining the necessary resources to complete the task successfully, or one or more of the resources required will be difficult for most students to obtain. | Many or most students will have difficulty accessing the resources necessary to complete the task successfully. |

2. Structure of the Task- *Are the directions and guidance clear and sufficient?*

- **Knowledge Students Are to Use**
- **What Students are to Accomplish**
- **Performance or Product Students are to Create**
- **Materials to be Used**
- **Timeline for Completion**
- **Conditions**
- **Help Allowed**
- **Criteria**

2. Structure of the Task

Rubric for Tasks—Information Provided

Are the directions and guidance given clear and sufficient?

| | Level 3: Ready to Use | Level 2: Needs Some Revision | Level 1: Completely Revise or Don't Use |
|---------------------------------|--|---|---|
| Instructions | The instructions are clear and unambiguous. | The instructions may leave room for erroneous interpretation of what is expected. | The instructions are confusing and frustrating to students. |
| Supplemental Information | The task includes the following information: <ul style="list-style-type: none"> • The knowledge students are to use in creating the task • The performance or product students are to create—what form it should take • The materials to be used, if any • Timeline for completion | Some of the following information is clear; some is unclear or missing: <ul style="list-style-type: none"> • The knowledge students are to use in creating the task • The performance or product students are to create—what form it should take • The materials to be used, if any • Timeline for completion | The task does not include the following information: <ul style="list-style-type: none"> • The knowledge students are to use in creating the task • The performance or product students are to create—what form it should take • The materials to be used, if any • Timeline for completion |
| Time Allowed | The time allowed for the task is sufficient for successful completion. | The time allowed is too long or too short, but either the timeline or the task can be adjusted. | The task will considerably more time than is allowed and cannot be broken into shorter segments. |
| Level of Scaffolding | The task information is sufficient to let students know what they are to do without giving so much information that the task will no longer measure level of mastery of the intended learning target. The content points the way to success without doing the thinking for the student. | Some parts of the task may give students too much help. In some places, the task does the thinking or the work for the student, compromising the results or the learning. | The task is over-scaffolded. If used for summative purposes, the task cannot measure students' ability to create the product or performance independently, because the content is so explicit that students can follow it like a recipe. If used formatively, students can satisfactorily complete the task without having learned anything. The task measures only students' ability to follow directions. |
| Conditions | If a task assesses a performance skill, it specifies the conditions under which the performance or demonstration is to take place. | If a task assesses a performance skill, it does not sufficiently specify the conditions under which the performance or demonstration is to take place. | If a task assesses a performance skill, it does not give any indication of the conditions under which the performance or demonstration is to take place. |
| Help Allowed | Multi-day tasks specify the help allowed. | Although there is some reference to what kind of help is allowed for multi-day tasks, it could be misinterpreted. | Multi-day tasks do not specify the help allowed. |
| Criteria | The task includes a description of (or reference to) the criteria by which the performance or product will be judged. Students are familiar with the criteria. | Although described or referred to, the criteria by which the performance or product will be judged are vague or unclear (see <i>Rubric for Rubrics</i>). | The task includes no reference to the criteria by which the performance or product will be judged. or The students are not familiar with the criteria to be used. |

3. **Sampling-***Is there enough evidence?*

- **Use of Information**

How many tasks will be assigned? Does this task sample adequately for the intended use?

- **Coverage of the Target**

Does the breadth of the task or the number of tasks adequately cover the breadth of the target?

3. Sampling

Rubric for Tasks—Sampling *Is there enough evidence?*

| | Level 3: Ready to Use | Level 2: Needs Some Revision | Level 1: Completely Revise or Don't Use |
|---------------------------|---|--|---|
| Use of Information | The breadth of the task or the number of tasks or repeated instances of performance is sufficient to support the intended use of the information. | The task is broader than needed to support the intended use of the information. There are more tasks or repeated instances of performance than are needed to support the intended use of the information. | The breadth of the task or the number of tasks or repeated instances of performance is not sufficient support the intended use of the information. |
| Coverage of Target | The breadth of the task or the number of tasks or repeated instances of performance is sufficient to cover the breadth of the intended learning target. | The task is broader than needed to cover the breadth of the intended learning target. There are more tasks or repeated instances of performance than are needed to cover the breadth of the intended learning target. | The breadth of the task or the number of tasks or repeated instances of performance is not sufficient to cover the breadth of the intended learning target. |

Let's Look at an Example

www.smarterbalanced.org/sample-items-and-performance-tasks/

Firefox File Edit View History Bookmarks Tools Window Help (87%) Fri 8:44 AM John Newkirk

Sample Items and Performance Tasks | Smarter Balanced Assessment Consortium

Sample Items and Performance ...

www.smarterbalanced.org/sample-items-and-performance-tasks/ Google

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ABOUT

SMARTER BALANCED ASSESSMENTS

K-12 EDUCATION

HIGHER EDUCATION

PARENTS & STUDENTS

RESOURCES & EVENTS



Sample Items and Performance Tasks

Smarter Balanced sample items illustrate the rigor and complexity of the English language arts/literacy and mathematics items and performance tasks students will encounter on the Consortium's next-generation assessments.

The sample items and performance tasks are intended to help teachers, administrators, and policymakers implementing the [Common Core State Standards \(CCSS\)](#) and preparing for next-generation assessments. They provide an early look into the depth of understanding of the CCSS that will be measured by the Smarter Balanced assessment system. While the items and tasks are not intended to be used as sample tests, educators can use them to begin planning the shifts in instruction that will be required to help students meet the demands of the new assessments.

The sample items and tasks can be viewed by grade band (grades 3-5, 6-8, and high school) or content focus. They showcase the variety of item types—including technology-enhanced items and performance tasks—that will be included in the Smarter Balanced assessment system. In addition, items illustrating the connections across grades within the CCSS—as well as the range of student achievement within a [computer adaptive test](#)—are also available. Most constructed-response and technology-enhanced items can be scored automatically, and many items include downloadable scoring rubrics.

The sample English language arts/literacy items and performance tasks include a mixture of published and commissioned reading passages and sources. Smarter Balanced has not obtained permission to reprint copyrighted passages and source documents referenced in the sample items. As a result, several items and performance tasks—Planes on the Brain 1-3, Animal Defenses, and Garden—include only the citations for copyrighted material, rather than the complete text. For the operational assessment in the 2014-15 school year,

TWITTER

The latest Smarter Balanced quarterly report is now available: <http://t.co/PvIbHmDj> #commoncore #assessments
2 days ago - retweet - reply

Higher Ed expert Charlie Lenth re-elected to Consortium's Executive Committee: <http://t.co/N7qYYf43>
3 days ago - retweet - reply

[More Tweets >](#)

FAQs

Q: How will teachers be selected to participate in the State Networks of Educators?

Q: How are teachers involved in creating the Smarter Balanced assessment system?

Q: How is Smarter Balanced different from current assessments?

[More FAQs >](#)

SCHOOL YEARS

- **Claim 1 – Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.**
- **Claim 2 – Students can produce effective and well-grounded writing for a range of purposes and audiences.**
- **Claim 3 – Students can employ effective speaking and listening skills for a range of purposes and audiences.**
- **Claim 4 – Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.**



Parts of Performance Task

- Part 1: Student reads research sources and responds to prompts (Claim 1 or 4)
- Part 2: Student plans, writes, and revises his or her full essay (Claim 2) or plans and delivers a speech (Claim 3)



Test Administration

Maximum Time Requirements for Performance Tasks

– Grade 3–8:

- **105 minutes total**

Part 1: 35 min.

Part 2: 70 min.

– High School:

- **120 minutes total**

Part 1: 35-45 min.

Part 2: 75-85 min.

Sample Performance Task

Grade 9 ELA Sample PT Item Form
C2 T7, T9, T9 And C4 T2, T3, T4



Student Directions:

Part 1 (35 minutes)

Your assignment:

You will read a short story and article, watch a video, review research statistics, and then write an argumentative essay about your opinion on virtual schools.

Steps you will be following:

In order to plan and compose your essay, you will do all of the following:

1. Read a short story and article, watch a video, and review research statistics.
2. Answer three questions about the sources.
3. Plan and write your essay.

Directions for beginning:

You will now read the sources and watch a video. Take notes, because you may want to refer back to your notes while writing your essay. You can refer back to any of the sources as often as you like.

(short story)
(article 1)
(video)
(research statistics)

Questions

Use your remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you've read and viewed, which should help you write your essay. You may click on the appropriate buttons to refer back to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.

Version 1.0

Grade 9 ELA Sample PT Item Form
C2 T7, T9, T9 And C4 T2, T3, T4



1. Analyze the different opinions expressed in "The Fun They Had" and the "Virtual High School Interview" video. Use details from the story and the video to support your answer.
2. What do the statistics from "Keeping Pace with K-12 Online Learning" suggest about the current trends of virtual schools in the U.S.? Use details from the charts to support your answer.
3. Explain how the information presented in the "Virtual High School Interview" video and the article "Virtual Schools Not for Everyone" differs from the information in the research statistics? Support your answers with details from the video and the articles.

Part 2 (85 minutes)

You will now have 85 minutes to review your notes and sources, and to plan, draft, and revise your essay. You may also refer to the answers you wrote to the questions in part 1, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, then begin your work.

Your Assignment

Your parents are considering having you attend a virtual high school. Write an argumentative essay explaining why you agree or disagree with this idea. Support your claim with evidence from what you have read and viewed.

Version 1.0

Grade 9 ELA Sample PT Item Form
C2 T7, T9, T9 And C4 T2, T3, T4



How your essay will be scored: The people scoring your essay will be assigning scores for:

1. **Statement of purpose/focus** – how well you clearly state your claim on the topic, maintain your focus, and address the alternate and opposing claims
2. **Organization** – how well your ideas logically flow from the introduction to conclusion using effective transitions, and how well you stay on topic throughout the essay
3. **Elaboration of evidence** – how well you provide evidence from sources about your opinions and elaborate with specific information
4. **Language and Vocabulary** – how well you effectively express ideas using precise language that is appropriate for your audience and purpose
5. **Conventions** – how well you follow the rules of usage, punctuation, capitalization, and spelling

Now begin work on your essay. Manage your time carefully so that you can

- plan your essay
- write your essay
- revise and edit for a final draft

Word-processing tools and spell check are available to you.

Version 1.0

Directions

Grade 9 ELA Sample PT Item Form
C2 T7, T9, T9 And C4 T2, T3, T4



Student Directions:

Part 1 (35 minutes)

Your assignment:

You will read a short story and article, watch a video, review research statistics, and then write an argumentative essay about your opinion on virtual schools.

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In order to plan and compose your essay, you will do all of the following:

1. Read a short story and article, watch a video, and review research statistics.
2. Answer three questions about the sources.
3. Plan and write your essay.

Directions for beginning:

You will now read the sources and watch a video. Take notes, because you may want to refer back to your notes while writing your essay. You can refer back to any of the sources as often as you like.

(short story)

(article 1)

(video)

(research statistics)

Questions

Use your remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you've read and viewed, which should help you write your essay. You may click on the appropriate buttons to refer back to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.

Grade 9 ELA Sample PT Item Form
C2 T7, T9, T9 And C4 T2, T3, T4



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Part 1

Grade 9 ELA Sample PT Item Form
C2 T7, T9, T9 And C4 T2, T3, T4



Student Directions:

Part 1 (35 minutes)

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In order to plan and compose your essay, you will do all of the following:

1. Read a short story and article, watch a video, and review research statistics.
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(short story)

(article 1)

(video)

(research statistics)

Questions

Use your remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you've read and viewed, which should help you write your essay. You may click on the appropriate buttons to refer back to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.

Grade 9 ELA Sample PT Item Form
C2 T7, T9, T9 And C4 T2, T3, T4



1. Analyze the different opinions expressed in "The Fun They Had" and the "Virtual High School Interview" video. Use details from the story and the video to support your answer.
2. What do the statistics from "Keeping Pace with K-12 Online Learning" suggest about the current trends of virtual schools in the U.S.? Use details from the charts to support your answer.
3. Explain how the information presented in the "Virtual High School Interview" video and the article "Virtual Schools Not for Everyone" differs from the information in the research statistics? Support your answers with details from the video and the articles.

Part 2

Part 2 (85 minutes)

You will now have 85 minutes to review your notes and sources, and to plan, draft, and revise your essay. You may also refer to the answers you wrote to the questions in part 1, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, then begin your work.

Your Assignment

Your parents are considering having you attend a virtual high school. Write an argumentative essay explaining why you agree or disagree with this idea. Support your claim with evidence from what you have read and viewed.

Scoring Information

How your essay will be scored:

The people scoring your essay will be assigning scores for:

- Statement of purpose/focus—how well you clearly state your claim on the topic, maintain your focus, and address the alternate and opposing claims
- Organization—how well your ideas logically flow from the introduction to conclusion using effective transitions, and how well you stay on topic throughout the essay
- Elaboration of evidence—how well you provide evidence from sources about your opinions and elaborate with specific information
- Language and Vocabulary—how well you effectively express ideas using precise language that is appropriate for your audience and purpose
- Conventions—how well you follow the rules of usage, punctuation, capitalization, and spelling

Grade 6 Sample Performance Task

ELA Sample Item C3 T1, T3, T4 And C4 T2, T3, T4



Student Directions:

Part 1

Your assignment:

You will learn about young people who, because of their actions, are considered to be “wonders.” You will consider why they are wonders. You will research a young person that is a wonder because of how he or she helps others. You will select or create an audio or visual representation about the young wonder. You will prepare and give a five-minute speech about that person.

Steps you will be following:

In order to plan and give your speech, you will do the following:

- 1) Explain how a person can be a “wonder”.
- 2) Watch a short video and read an interview about young people taking action to help others.
- 3) Identify a personal quality that the young wonders in the video and the interview have in common.
- 4) Select a web page that would be useful for researching a young wonder.
- 5) Research another young person who is a wonder for helping others.
- 6) Make an outline about the young wonder about whom you did research to use when you give your speech.
- 7) Create or select a visual or audio representation of the young wonder.
- 8) Give a five-minute speech about the young wonder you researched and include the visual or audio representation of them to help with the explanation.

Directions for beginning:

Research and apply the meaning of the word “wonder.”

Since you will give a speech about a young wonder, it is important that you understand what a “wonder” is. Use the dictionary website to read the meaning of the word “wonder” used as a noun.

Question 1: In two sentences, use your own words to tell what a wonder is and explain how a person who helps others can be considered a wonder. *Your explanation will be scored.*

Watch a video and read an interview.

You will now watch a video and read an interview. As you watch and read, think about the personal qualities the people display.

04/04/12

1

Version 1

ELA Sample Item C3 T1, T3, T4 And C4 T2, T3, T4



(Video 1)
(Interview 1)

Analyze the video and interview.

Question 2: Write 2 or 3 sentences identifying a personal quality that both Mickey and Ana display. Give an example from both the video and the interview to support your answer.

Decide if a webpage is useful for your research.

You will research another young person that is a wonder because of how he or she helps others. Look at the following three websites and choose the one you think would be the best source to use to find out about other young people who are wonders because they help other people.

1. <http://www.hickoksports.com/history/worldsnowb.shtml>
2. <http://news.discovery.com/human/genius-great-111101.html>
3. <http://myhero.com/go/directory/page.asp?dir=child>

Write two or three sentences to do the task below.

Question 3: Tell which website you think would be most useful for learning about another young person that is a wonder because he or she helps others. Cite the web site by giving the web address. Use details from the website to support your answer.

Research another young wonder.

Learn about another young wonder close to your age. Find out what the person did to help others. You may search for websites with information about a young wonder or use this one:

<http://myhero.com/go/directory/page.asp?dir=child>

Be sure to write down the web address of the website you use because you will tell the web address in your speech. Take notes about the person so you can use the information when you give your speech.

Part 2

Create an outline about the young wonder you researched.

Use the information you learned about the young wonder you researched to create an outline about him or her. You will use this outline to give your speech. Word-processing tools, thesaurus, and spell check function are available to you. *Your outline will be scored. There are 3 points possible.*

04/04/12

2

Version 1

ELA Sample Item C3 T1, T3, T4 And C4 T2, T3, T4



- Include these four main topics in your outline:
- I. Who the young wonder is (name, age, where he or she lives)
 - II. What the young wonder does to help others
 - III. What personal qualities are shown as he or she helps
 - IV. Why you think he or she is a young wonder

Select or create a visual about the young wonder you researched.

You will share a visual or audio representation of the wonder you researched as part of your speech about that person. You will explain how the visual or audio is related to the person. You may create a representation or select it from a source. Here are some possible ideas, but you might think of a different one:

- Show part of a website about the person
- Select and print a picture of an object, event, or situation that is related to the person
- Create a visual representation by sketching it or using drawing software
- Select an audio clip to play or the lyrics of a song to read aloud
- Select a poem to read aloud
- Create a short PowerPoint presentation
- Select information about the person from social media

Give a Speech

Give a five-minute speech to your classmates and/or your teacher about the young wonder you researched and explain why the person is a wonder. Share the visual or audio. Tell the web address of the website(s) used to get information about the young wonder.

How your speech will be scored: The people scoring your speech will be assigning scores for

1. **Focus** – how well your speech clearly introduces and communicates your ideas
2. **Organization** – how well your ideas flow from the opening to the conclusion and how well you stay on topic throughout the speech
3. **Elaboration of Evidence** – how well you use sources, facts, and details as evidence
4. **Language and Vocabulary** – how well you effectively express ideas using precise language that is appropriate for your audience and purpose
5. **Presentation** – how well your speech is presented, including eye contact, pronunciation, and awareness of audience and the use of visual/graphics/audio enhancements appropriate to your message

04/04/12

3

Version 1

Scoring Criteria

- Scoring rubrics
- Sample response and scoring notes

Scoring Criteria

Grade 9 ELA Sample PT Item Form
C2 T7, T9, T9 And C4 T2, T3, T4



Key and scoring information for questions:

1. Claim 4, Target 2

| Analyze/Integrate Information Rubric (Claim 4, Target 2) | |
|--|---|
| 2 | <ul style="list-style-type: none"> The response gives sufficient evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information. |
| 1 | <ul style="list-style-type: none"> The response gives limited evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information. |
| 0 | A response gets no credit if it provides no evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information. |

Scoring Notes:

Responses may include but are not limited to:
 In the short story—The character does not like her virtual school; She thinks it is boring; She doesn't like her computer "teacher"; She wishes she could go to a school from the past and be with other students and learn from a live person.
 In the video—The family chose to attend a virtual school after attending traditional schools; It was a difficult choice and not for everyone; They are happy with their decision; The curriculum is very challenging; The older daughter misses her friends but likes her new school; It makes her a better student; She has fewer distractions.

Sample 2-point Response:

The main character in the short story does not enjoy attending a virtual school. She thinks it is boring and impersonal and especially dislikes having to insert her homework papers into a special slot for grading. When her friend finds a book about traditional schools she thinks it would be a lot more fun and interesting to attend school with other children and have a real person as a teacher. The family in the video chose to have their children attend a virtual school instead of a traditional school, and they like it much better. The older girl thinks the curriculum is harder and will help her get into college. She misses her friends but thinks not having them around makes her more focused and a better student.

2. Claim 4, Target 2

| Analyze/Integrate Information Rubric (Claim 4, Target 2) | |
|--|---|
| 2 | <ul style="list-style-type: none"> The response gives sufficient evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information. |
| 1 | <ul style="list-style-type: none"> The response gives limited evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information. |
| 0 | A response gets no credit if it provides no evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information. |

Grade 9 ELA Sample PT Item Form
C2 T7, T9, T9 And C4 T2, T3, T4



Scoring Notes:

Responses may include, but are not limited to:
 Not all states have online school options.
 States that do have seen a dramatic increase in the number of online schools and students attending those schools.
 Students attending online schools are still a small percentage of the total population of students.
 Popularity is increasing, but use is not widespread.

Sample 2-point Response:

The statistics from the report suggest that while the number of students attending online schools has increased dramatically, they still represent a small percentage of the total population of students. For example, Arizona has the highest percentage, with 3.89% of all students in the state enrolled in online schools. These numbers indicate that online schools are becoming more popular but that most people do not use them.

3. Claim 4, Target 3

| Evaluate Information/Sources Rubric (Claim 4, Target 3) | |
|---|---|
| 2 | <ul style="list-style-type: none"> The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources. |
| 1 | <ul style="list-style-type: none"> The response gives limited evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources. |
| 0 | A response gets no credit if it provides no evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources. |

Scoring Notes:

Responses may include, but are not limited to:
 The article and the video provide subjective opinions about the topic. They include personal feelings and beliefs.
 The report provides research statistics that can be used to draw conclusions.

Sample 2-point Response:

The video and the article present the opinions of the family being interviewed and the author. The family likes attending a virtual school, and the article writer believes they are generally not a good idea. These sources are about what a few people think and how they feel about virtual schools. The report presents statistics from research. The statistics are facts about the number of students attending virtual schools, but they don't tell readers anything about what virtual schools are like or whether or not they are a good idea.



SBAC Guidelines for Writing Performance Tasks

- Align parts of the task
- Parts build to “full write” or speech
- Develop rubric for each assessment target
- Develop exemplars for each rubric
- Allow multiple approaches

Webinar's Objective

This presentation aims at helping participants gain

2

- A brief overview of how to use performance assessments (tasks and rubrics) formatively as teaching tools.

Rubrics as Instructional Tools

- In order to provide feedback to improve student learning, a rubric needs to describe the important elements of quality that students are to pay attention to and strive for.
- Rubrics that work best as teaching/learning tools are general and descriptive, rather than task specific and evaluative.

Formative use of rubrics

The rubric must be diagnostic- it must use **descriptive language** to describe *strengths* and *weaknesses*.

Example: 'Science Report'

One criteria is “**Display of Information**”

| Descriptive Language | Evaluative Language | Quantitative Language |
|---|---|--|
| <p>A. Display of information is:</p> <p>4: accurate, complete and organized so that it is easy to interpret</p> <p>3: accurate, mostly complete, and is mostly organized so that it is easy to interpret</p> <p>2: partially accurate, partially complete and may have organizational problems</p> <p>1: Display of information is</p> | <p>4: Excellent display of information</p> <p>3: Good display of info</p> <p>2: Fair display of info</p> <p>1: Poor display of info</p> | <p>4: displays 4 pieces of info.</p> <p>3: displays 3 pieces of info.</p> <p>2: displays 2 pieces of info.</p> <p>1: displays 1 piece of info.</p> |

Rubric as a Formative Tool

(Example- Oral presentation Rubric)

Holistic

Four Criteria within each level

A. Strong

1. Content
2. Organization
3. Delivery
4. Language Use

B. Developing

1. Content
2. Organization
3. Delivery
4. Language Use

C. Beginning

1. Content
2. Organization
3. Delivery
4. Language Use

Analytical

(These can be 'I can-' or 'my...' statements)

Criterion A: Content

5. strong:

- Clear ~~~~~
- All the
~~~~~
- ~~~~~

3. Part-way there

- Fairly clear ~~~~~
- Most of the  
~~~~~
- Some of the ~~~~~

1. Just beginning

1. Focus not clear ~~~~~
- Didn't really know how to
~~~~~
- Forgot to think about  
~~~~~

Performance Assessments as Instructional Tools in the Classroom

Where Am I Going?

- Provide students with a clear vision of the learning target
- Use examples as models of strong and weak work

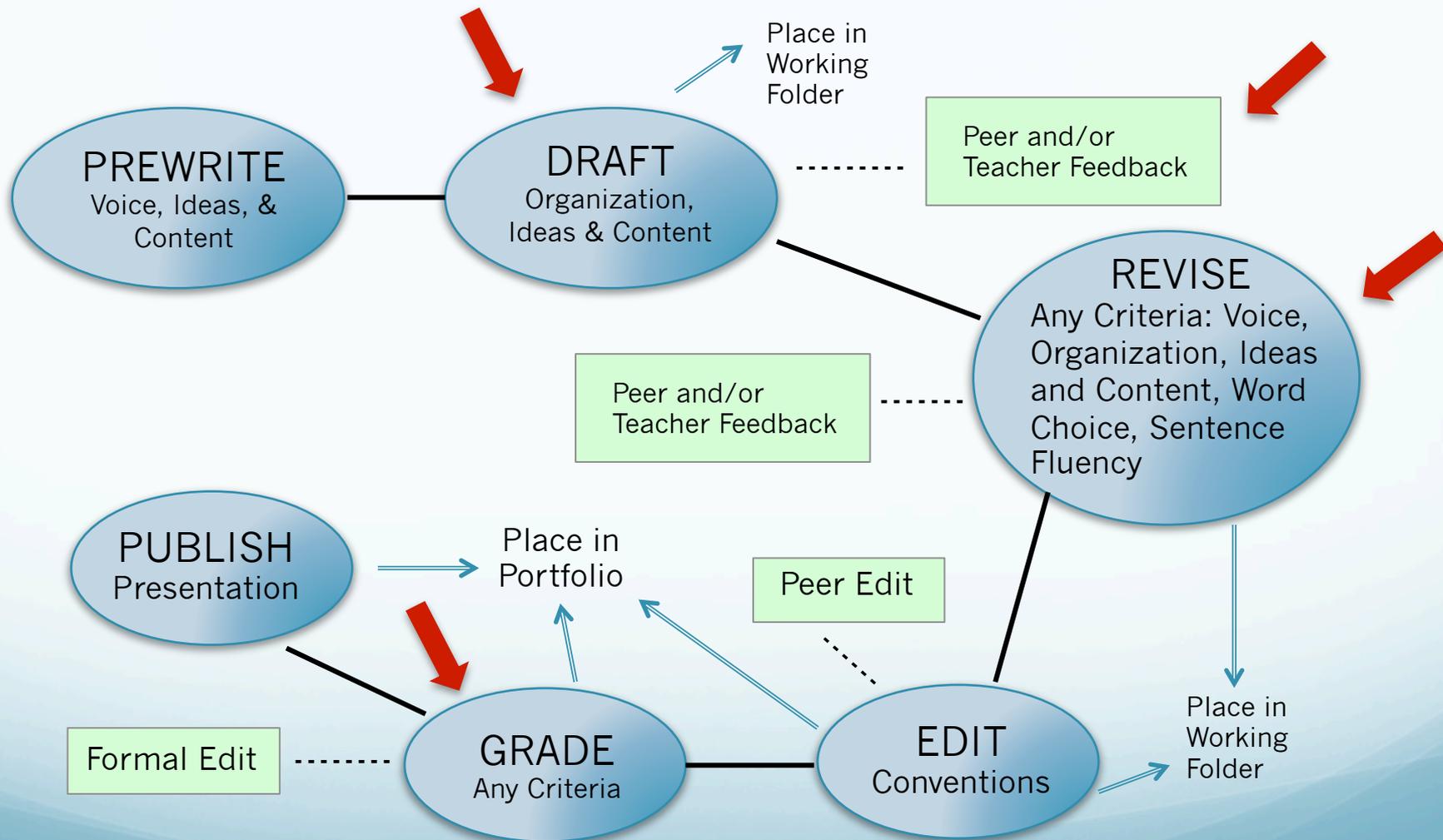
Where Am I Now?

- Offer regular descriptive feedback
- Teach students to self assess and set goals

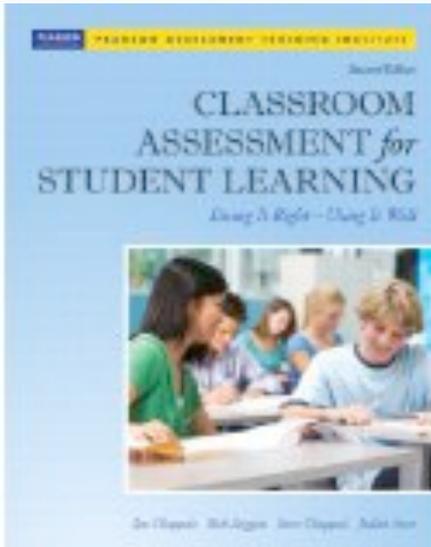
How Can I Close the Gap?

- Design lessons to focus on one learning target or aspect of quality
- Teach students focused revision
- Engage students in self- reflection and let them keep track of and share their learning

Performance Assessment Tasks As Opportunities for Practice



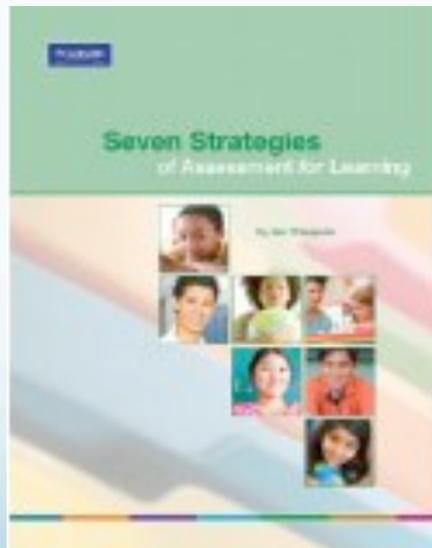
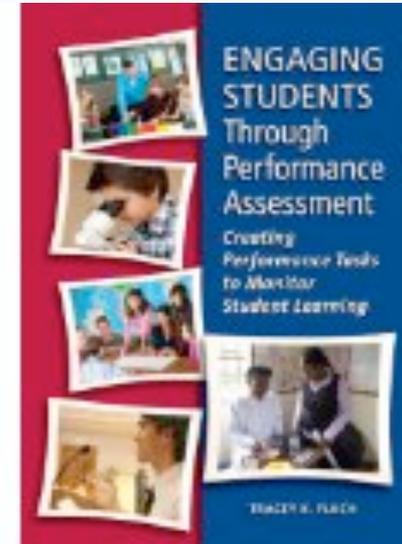
Source: Adapted from *Creating and Recognizing Quality Rubrics* (p. 136), by J.A. Arter and J. Chappuis, 2006, Upper Saddle River, NJ: Pearson Education. Adapted by permission.



Success AT THE Core

<http://successatthecore.com/teacher-development/strategy>

Resources



www.smarterbalanced.org/sample-items-and-performance-tasks/