



# Assessing and Reporting Student Progress

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## Academy 3 v.1: High Quality Performance Assessment Tasks



Great Urban Schools: Learning Together Builds Strong Communities



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## *National Institute for Urban School Improvement*

The National Institute for Urban School Improvement (NIUSI) is funded by the Office of Special Education Programs at the U.S. Department of Education. The mission of NIUSI is to support the building of capacity in urban schools and school districts so that students with disabilities are engaged in high quality curriculum and learning experiences that improve their ability to succeed in school and in post-school opportunities. NIUSI works to develop powerful networks of urban local education agencies and schools that embrace and implement a data-based, continuous improvement approach for inclusive practices. Embedded within this approach is a commitment to evidence-based practice in early intervention, universal design, literacy, and positive behavior supports.

Part of NIUSI's work is to link existing general education reform networks with special education networks and synthesize existing research into products that are made accessible in both print and electronic versions. These offerings support professionals, families, researchers, advocacy organizations, and others involved in the work to create culturally responsive, inclusive school communities.

### *NIUSI Goals*

One of the main goals of NIUSI is to work collaboratively with educators in its partner districts in the area of professional development. This work is grounded in the beliefs that professional development must:

- address specific needs of states, districts, schools and communities with a focus on helping students achieve learning and performance goals;
- be a collaborative endeavor in which teachers, administrators, families and students are involved in the design, planning, and implementation;
- rely upon content and processes that are research-based and proven in practice; and
- be school-based, job-embedded, and continuously evaluated and adjusted to ensure effectiveness in meeting school and student learning goals.

### *Leadership Academy Model*

A strategy through which NIUSI helps educators develop leadership skills for school change is through the Leadership Academy model of professional development. In collaboration with

schools and local universities, NIUSI creates these Leadership Academies for pre-service and in-service activities. The approach includes careful consideration of the content for professional development, application of adult learning principles, and selection of teams from schools and districts that can support their team members' learning and practice. In this way, professional development can build on converged needs, create a sense of common purpose, and extend the creativity and skill of practitioners. Specifically, NIUSI works with urban school districts to build information systems that assist leadership teams to focus on goals for instructional, curricular, and cultural improvement and for empowering action research agendas among school professionals.

All academies are based on the National Institute's assumptions that great schools:

- Use the valuable knowledge and experience that children and their families bring to school learning.
- Expand students' life opportunities, available choices, and community contributions.
- Construct education for social justice, access, and equity.
- Build on the extraordinary resources that urban communities provide for life-long learning.
- Need individuals, family, organizations, and communities to work together to create future generations of possibility.
- Practice scholarship by creating partnerships for action-based research and inquiry.
- Shape their practice based on evidence of what results in successful learning of each student.
- Foster relationships based on care, respect, and responsibility.
- Produce high achieving students.
- Understand that people learn in different ways throughout their lives; great schools respond with learning opportunities that work.

### *Professional Development Modules*

Systemic school change is a complex and difficult task. The challenge is great, but educators throughout our nation and other nations are actively engaging the opportunity to transform education and how we go about the work of teaching and learning in our schools. This module is one of many developed by NIUSI for the networks of schools engaging their faculty, staff, families, students, and community members in ongoing renewal and systemic change.

Every module is designed around a particular aspect of school-wide improvement with academies that build knowledge, skills, and practices. The intent is simple: Build a common vision, vocabulary, and skill-set around essential elements of school improvement. The best way to implement this module is to bring together building leadership teams from a cluster of schools so that teams can learn from one another and create a practice community that can support innovation. The academies should be offered in sequence, spaced four weeks apart so that some

application can occur between sessions, and that there is a plan for coaching on-site between academies.

### *Tips for Facilitating Leadership Academies*

Before delving into the academy, please read through the following tips that can help your participants get comfortable and maintain their focus on learning and growing. We hope that you enjoy facilitating these learning opportunities as much as we have.

#### **TIPS FOR GETTING STARTED.**

Introduce the academy facilitators, and provide an overview of the National Institute for Urban School Improvement and the school or district that is sponsoring the academy. Talk a bit about what a Leadership Academy is, its structure and how it is designed and what the topic and objectives of this academy are. Explain the roles the facilitators will play and go over the agenda. Have participants introduce themselves and briefly tell what they'd like to learn or take away with them at the end of the academy, focusing on what would be useful to them in their practice. This should take no longer than 15 minutes. You are provided with a PowerPoint to lead this introduction.

#### **TIPS FOR MOVING THINGS ALONG.**

Included in the academy is a time schedule – stick to it! Try to begin and end on time, and keep the activities timed as closely as possible to the schedule. Encourage quick transitions between activities and instead of scheduling multiple breaks, invite people to get up to stretch, get a drink or use the bathroom as they need to. Remind participants how much time they'll have to work on each activity and use the provided time cards to warn participants of the time remaining during each activity.

During discussions, try not to let one person dominate the conversation or go off on tangents that are narrowly focused on their own experiences. To “cut people off” politely, ask others what they think or ask a questions to get the discussion moving in a different direction.

#### **TIPS FOR MANAGING ACTIVITIES.**

Before beginning an activity, briefly review the activity with the group and discuss its purpose. Read through the tasks and look over supporting materials. Ask if there are any questions. Have each group select a person who will take notes and report to the larger group the outcomes of their discussion or work.

While the participants are working in their small groups, circulate from group to group to make sure they are on task and to answer any questions. Be available if a group gets stuck, but don't interfere in the group process unless they need assistance.

#### **TIPS FOR LECTURETTES.**

Practice timing yourself so you don't run over the allotted lecturette period. Plan on providing a variety of examples around preschool, elementary, middle, and high school settings.

#### **TIPS FOR DEBRIEFING ACTIVITIES EFFICIENTLY.**

Decide how to get the information from the groups. There are a number of strategies you might use. For example, you might have each group write their list of ideas and results during their activities on chart paper to display on the wall or a stand. A second strategy might be to have groups report one item from their list, rotating around the room until no one has anything new to offer. Whatever strategy you decide to use, you should set a time limit on the reporting and encourage people to try not to be redundant.

#### **TIPS FOR PARTICIPANT QUESTIONS.**

Provide participants with paper for note-taking. Urge them to save their questions for the Q and A period at the end of each lecturette so the academy does not run over the allotted time.

#### **TIPS FOR LEAVE-TAKING.**

To wrap things up, ask people to take a minute to think about what they learned during the academy. Ask the participants to complete the self-assessment and academy evaluation. Then ask them to share their thoughts and any last words. Use the overhead or chart paper to record what they say as a way to highlight new learning and congratulate the group on their hard work. If this is the first academy in a module, with more academies scheduled to follow, you may ask participants to do homework, either for reinforcement of their learning or as preparation for future learning.

## *Leadership Academies*

The goal of all Leadership Academies is to create a network of skilled and knowledgeable teacher leaders, administrators, and family members who will serve as effective agents of change. The participants are predominantly teams of educational professionals from schools and districts who are organized to advance the knowledge and practice related to systems change and school improvement. The Leadership Academy creates a forum for open discussion and learning to help school and community members think more broadly and systemically about school improvement.

The following are the Leadership Academies in this module.

### *Academy 1: Classroom Assessment Practices*

In this academy we will address questions such as: What makes for a sound assessment? What is the first step in designing an assessment? What exactly should we assess?

As a result of the activities and information shared at this Leadership Academy, participants will:

- Create clear learning outcomes for students and explain differences among types of outcomes
- List the four main approaches for assessing student learning and explain tradeoffs with each
- Match assessment approaches with learning outcomes
- Design a sound assessment

### *Academy 2: Rubrics for Assessing Student Learning*

In this academy we target rubrics—sets of criteria used to describe student performance at various levels of performance. Participants are given a number of examples of rubrics to review and critique, and then asked to create their own rubrics.

As a result of the activities and information shared at this Leadership Academy, participants will:

- Create a rubric for assessing student learning outcomes
- Describe the process for designing a rubric
- Apply a rubric in assessing examples of student work
- Describe the purposes and conditions for using rubrics

### *Academy 3: High Quality Performance Assessment Tasks*

In this academy we direct our attention to performance assessments. These are assessments in which the teacher observes and makes a judgment about a student's demonstration of a skill or

competency in creating a product, constructing a response, or making a presentation. Participants view examples of performance assessment tasks and then create their own performance assessment tasks in their own content areas.

As a result of the activities and information shared at this Leadership Academy, participants will:

- Articulate important features of a high quality performance assessment task
- Critique a performance assessment task
- Develop their own performance assessment tasks

# Assessing and Reporting Student Progress

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## *Academy 3: High Quality Performance Assessment Tasks*

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### *Academy Outcomes*

As a result of the activities and information shared at this Leadership Academy, participants will:

- Articulate important features of a high quality performance assessment task;
- Critique a performance assessment task; and
- Develop their own performance assessment tasks.

## *Activities and Lecturettes*

These activities and lecturettes support the Leadership Academy's purpose and outcomes:

### **ACTIVITY #1: ANALYZING A PERFORMANCE TASK: INSECT CLASSIFICATION**

Participants will infer goals and objectives from a performance task on insect classification.

### **LECTURETTE #1: DESIGNING A QUALITY PERFORMANCE ASSESSMENT TASK**

This lecturette identifies questions for participants to ask themselves when designing an assessment. It also covers possible accommodations for assessment tasks.

### **ACTIVITY #2: ANALYZING A PERFORMANCE ASSESSMENT TASK: STATIC ELECTRICITY**

In this activity, participants critique an existing performance assessment task.

### **LECTURETTE #2: IDENTIFYING FEATURES OF A QUALITY PERFORMANCE ASSESSMENT**

This lecturette covers the features of a quality performance task.

### **ACTIVITY #3: CREATING YOUR OWN PERFORMANCE ASSESSMENT TASK**

This activity allows participants to create their own performance assessment task.

## *Agenda*

We constructed this Leadership Academy to occur within a 3-hour timeframe with 15 minutes or so for breaks and other time adjustments. The times listed below are approximate but reflect the time these activities and lecturettes have previously taken. Facilitators should be flexible, read their audience, and work to achieve the overall purpose and outcomes.

TIME	EVENT
15 min	Introductions and Greetings
45 min	Activity 1: Analyze a Performance Task: Insect Classification
10 min	Lecturette 1: Designing a High Quality Performance Task
30 min	Activity 2: Analyzing a Performance Assessment Task: Static Electricity
10 min	Break
10 min	Lecturette 2: Identify Features of a Quality Performance Assessment
30 min	Activity 3: Creating Your Own Performance Assessment Task
30 min	Leave-taking and Feedback

## *Academy Materials*

You should have these materials prior to conducting the Academy:

- Facilitator Handbook
- Academy PowerPoint Supplements (Overview, Lecturette 1, and Lecturette 2), and access to a PowerPoint presentation system
- PowerPoint timecards
- Name tags
- Chart paper and stands (2)
- Markers
- Tape

## *Participant Handouts*

These handouts may be passed out together at the beginning of the academy. They are packaged together as the academy Participant Handbook.

- Activity handouts
- Copies of the lecturettes
- Resources
- Self Assessment and Academy Evaluation

## *Introductions and Greeting*

### *Academy Overview*

**S**pend some time introducing yourself, the module sponsors, and the Leadership Academy to the participants.

The overview provides you with Leadership Academy background information, this academy's purpose and outcomes, and the agenda. If time allows, ask participants to introduce themselves by letting others know where they are from and their roles and responsibilities within their buildings.

#### **FACILITATOR MATERIALS**

Overview PowerPoint

#### **TIME LIMIT**

15 minutes

#### **SLIDE 1**



#### **Introduction**

Introduce the academy facilitators and the school or district that is sponsoring the academy.

Introduce the National Institute for Urban School Improvement. The National Institute for Urban School Improvement (NIUSI) is funded

by the Office of Special Education Programs at the U.S. Department of Education. The mission of NIUSI is to support the building of capacity in urban schools and school districts so that students with disabilities are engaged in high quality curriculum and learning experiences that improve their ability to succeed in school and in post-school opportunities. NIUSI works to develop powerful networks of urban local education agencies and schools that embrace and implement a data-based, continuous improvement approach for inclusive practices. Embedded within this approach is a commitment to evidence based practice in early intervention, universal design, literacy and positive behavior supports.

As part of our work, we link existing general education reform networks with special education networks and we also synthesize existing research into products

that are made accessible in both print and electronic versions. These offerings support the efforts of professionals, families, researchers, advocacy organizations and others involved in the work to create culturally responsive, inclusive school communities.

One of the main goals of The National Institute for Urban School Improvement is to work collaboratively with educators in its partner districts in the area of professional development. Our work is grounded in the beliefs that professional development must:

- Address specific needs of state, district, school and community with a focus on helping students achieve learning and performance goals.
- Be a collaborative endeavor with teachers, administrators, families and students involved in the design, planning and or implementations.
- Rely upon content and processes that are research-based and proven in practice.
- Be school-based, job-embedded, and continuously evaluated and adjusted to ensure effectiveness in meeting school and student learning goals.

## SLIDE 2



### Leadership Academy Overview

Talk a bit about what a Leadership Academy is and its structure and design. Explain that timecards are used as a guide for participants to know how much time is remaining in each activity.

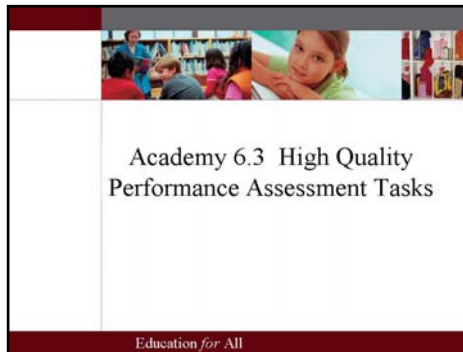
One strategy through which NIUSI helps educators develop leadership skills for school change is through the Leadership Academy model of professional development. In collaboration with schools and local universities, NIUSI creates these Leadership Academies for preservice and in-service activities. Our approach includes careful consideration of the content for professional development, adult learning principles, and selection of teams from schools and districts that can support their team members' learning and practice. In this way, professional development can build on converged needs, create a sense of common purpose and extend the creativity and skill of practitioners. Specifically, we work with urban school districts to build information systems that assist leadership teams to focus on goals for instructional, curricular, and cultural improvement and for empowering action research agendas among school professionals.

## SLIDE 3

**Roles**

Explain the roles the facilitators will play. Have participants introduce themselves and briefly tell what they'd like to learn or take away with them at the end of the academy, focusing on what would be useful to them in their practice.

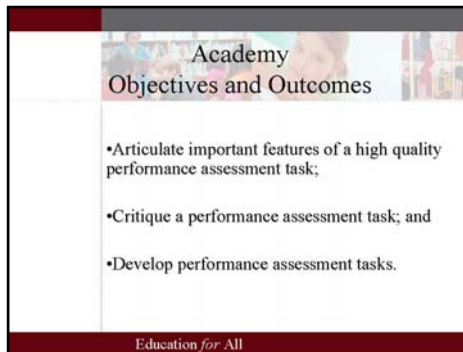
## SLIDE 4

**Academy 6.3: High Quality Performance Assessment Tasks**

In this academy we direct our attention to performance assessments. These are assessments in which the teacher observes and makes a judgment about a student's demonstration of a skill or competency in creating a product, constructing a response, or

making a presentation. Participants view examples of performance assessment tasks and then create their own performance assessment tasks in their own content areas.

## SLIDE 5

**Objectives and Outcomes:**

As a result of the activities and information shared at this Leadership Academy, module participants will:

- Articulate important features of a high quality performance assessment task;
- Critique a performance assessment task;

and

- Develop performance assessment tasks.

## SLIDE 6

Academy Agenda:	
15 min	Introductions, Greetings, & Warm-Up
45 min	Activity 1: Analyze a Performance Task: Insect Classification
10 min	Lecturette 1: Designing a Quality Performance Assessment Task
30 min	Activity 2: Analyzing a Performance Assessment Task: Static Electricity
10 min	Break
10 min	Lecturette 2: Identify Features of a Quality Performance Assessment
30 min	Activity 3: Creating Your Own Performance Assessment Task
20 min	Leave-taking and Feedback

Education for All

**Academy Agenda:**

15 minutes: Introductions, Greetings, and Warm-up

45 minutes: Analyze a Performance Task: Insect Classification

10 minutes: Lecturette 1: Designing a Quality

Performance Assessment Task

30 minutes: Activity 2: Analyzing a Performance Assessment Task: Static Electricity

10 minutes: Break

10 minutes: Lecturette 2: Identify Features of a Quality Performance Assessment

30 minutes: Activity 3: Creating Your Own Performance Assessment Task

20 minutes: Leave-taking and Feedback

## *Introduction*

In the first module on classroom assessment, we focused on writing clear student learning outcomes and choosing appropriate assessments for measuring student learning. In the second module we examined how to create effective rubrics for evaluating the quality of a student's performance. In this third module, we will address how to identify and create high quality performance assessment tasks.

In the first module, as you may remember, we discussed four different types of assessments—selected response, essay, performance assessment, and oral communication (from Stiggins, 2003). Of these four approaches, performance assessments—the focus of this module—are the most complex and, many would claim, the most valuable because when well constructed they assess learning at the same time that they advance it. In the first activity in this module, we will be looking at an example of a performance assessment and analyzing its strengths and weaknesses.

So, what exactly is a performance assessment? “Simply put, a performance assessment is one in which the teacher observes and makes a judgment about the student's demonstration of a skill or competency in creating a product, constructing a response, or making a presentation” (McMillan, 2004, p. 198).

## *Activity 1: Analyzing a Performance Task: Insect Classification*

**P**articipants will infer goals and objectives from a performance task on insect classification.

### **OUTCOMES MET IN ACTIVITY**

- Participants will conduct and analyze a performance task.

### **ACTIVITY SECTIONS**

- Part 1: Conducting a Performance Task

**COMPLETE ACTIVITY TAKES 45 MINUTES**

## *Activity 1, Part 1: Conducting a Performance Task*

### **FACILITATOR MATERIALS**

None

### **PARTICIPANT MATERIALS**

Paper

### **ACTIVITY PURPOSE**

Provide participants with an example of a performance task

### **ACTIVITY TIME LIMIT**

30 minutes

### **FACILITATOR NOTE**

For this activity, assign the participants to groups of three based on criteria such as grade level or content area. Put the instructions for each step on the board or screen one at a time, revealing the next step only after the previous step has been completed. After step one, ask one group from the whole group to read its list of insects. For steps two through four, ask enough groups to report their classification systems that you have some variety in responses. Write the different classification systems on the chart paper for the group to see. After the groups have completed all four steps and reported their classification systems, ask them to read the additional instructions that were given to students, and then ask them to address the questions listed on the handout (e.g., What learning outcomes are potentially being targeted?). Finally, show them the outcomes identified by the assessment authors and ask them to compare their list of outcomes with the author's.

### **ACTIVITY**

Begin by trying out a performance task (adapted from Marzano, Pickering, & McTighe, 1993).

#### **Performance Assessment on Insect Classification** (Upper Elementary Grades)

Step 1: Working in groups of three, list as many insects as possible (3 minutes).

Step 2: Next, design a classification system that focuses on key characteristics of the insects, and then place the insects from your list in the appropriate categories (5 minutes).

Step 3: Repeat step 2 but design an insect classification system that an exterminator might use. Place the insects from your list in appropriate categories (5 minutes).

Step 4: Repeat step 2 again, but design an insect classification system that a frog might use. Place the insects from your list in appropriate categories (5 minutes).

Now that groups have completed this performance assessment task (but without resources other than the other group members), consider the following questions within groups:

- What learning outcomes are potentially being targeted in this assessment?
- What do you think are this assessment task's strengths and weaknesses?

(Note to facilitator: Ask participants to react to the questions above first in small groups and then with the whole group.)

The authors of the assessment offer the criteria below for assessing the students' performances. Students will be able to demonstrate the:

- ability to understand characteristics of insects,
- ability to sort elements into categories, and the
- ability to effectively use a variety of information resources

(Note to facilitator: Invite the whole group to discuss the following questions.)

- What do you think of the author's learning outcomes for students?
- How did the author's outcomes compare with the outcomes you identified for the assessment?
- What do you think about this assessment overall?

Module 6: Assessing and Reporting Student Progress

## Lecturette 1: Designing a Quality Performance Assessment Task

This lecturette identifies questions for participants to ask themselves when designing an assessment. It also covers possible accommodations for assessment tasks.

### FACILITATOR MATERIALS

Lecturette 1 PowerPoint

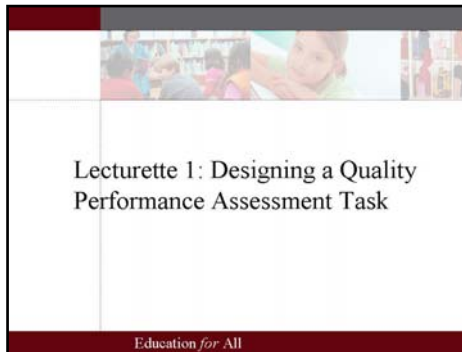
### OUTCOMES MET IN LECTURETTE

- Address questions around designing a performance assessment task.

### LECTURETTE TIME LIMIT

10 minutes

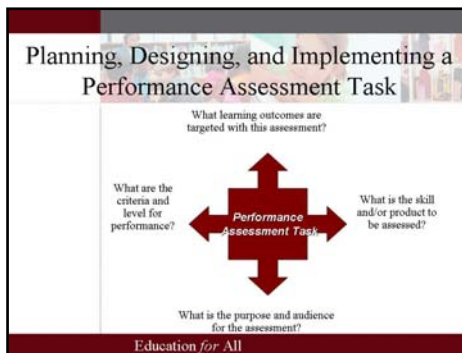
#### SLIDE 1



#### Lecturette 1: Designing a Quality Performance Assessment Task:

This lecturette identifies questions for participants to ask themselves when designing an assessment. It also covers possible accommodations for assessment tasks.

#### SLIDE 2



#### Planning, Designing, and Implementing a Performance Assessment Task:

The following questions are intended to guide you in planning, designing, and implementing a performance assessment task.

#### 1. What learning outcomes are targets with this assessment?

For example, “Students will be able to write an engaging personal narrative” might be the learning target to be assessed.

#### 2. What is the skill and/or product to be assessed?

In this example, the product to be assessed is a written text created by students in writer's workshop over a two-week period.

### 3. What is the purpose and audience for the assessment?

The purpose and audience in this example is the teacher who is seeking evidence of her student's achievement level in writing. The teacher will be assessing the performance, though peers are invited to give feedback and the students themselves are asked to rate their performance. Thus, other purposes of the assessment are to promote students self-assessment and peer-to-peer assessment.

### 4. What are the criteria and level for the performance?

The criteria are the six categories of six-trait writing, and the three levels are "developing, proficient, and advanced."

#### SLIDE 3

What is the Nature of the Task to be Assessed?

- What are the instructions to students for the task?
- What activities will students engage in?
- What resources are available or required?
- Do students work individually or in groups?
- What form should the final product or performance take?
- What is the teacher's role?
- What is the process for scoring the performance?
- Will feedback be given along the way and at the end?

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#### Planning continued...

#### What is the nature of the task to be assessed?

#### Features of the task to consider are:

- What are the instructions to students for the task?
- What activities will students engage in?


- What resources are available or required?
- Do students work individually or in groups?
- What form should the final product or performance take?
- What is the teacher's role?
- What is the process for scoring the performance?
- Will feedback be given along the way and at the end?

For this example task, students participate in a two-week long, ninety minutes a day, writer's workshop in their classroom. During this time period they brainstorm and identify a topic, draft their initial ideas, revise their text as much as needed (with peer feedback), and turn in a complete text, along with their assessment of their own text according to the rubric. The students are encouraged to seek input from their peers and teacher during all phases of the project. Their final grades are based on the completed text (but it would be possible as well to evaluate their mastery of the writing process by examining their brainstorms and drafts).

## SLIDE 4

**Challenges and Modifications for Students with Special Needs**

A Student's disability may interfere with obtaining a fair and accurate picture of the student's performance, it is imperative that accommodations be made in assessments when needed.



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### Challenges and Modifications for Students with Special Needs:

Because a student's disabilities may interfere with obtaining a fair and accurate picture of that student's performance, it is imperative that accommodations be made in assessments when needed. Examples of possible problems and accommodations are described below (adapted from McMillan, 2004).

## SLIDE 5

**Some Possible Accommodations for Performance Assessment Tasks**

Possible Problems	Possible Accommodations
Comprehensive Difficulties	<ul style="list-style-type: none"> <li>•Give task directions orally and in writing, supported with graphic organizers and pictures.</li> <li>•Provide opportunities for students to ask questions to clarify understanding.</li> <li>•Provide students with evaluation rubric to help them focus efforts.</li> </ul>
Auditory Difficulties	<ul style="list-style-type: none"> <li>•Use written rather than oral questions.</li> <li>•Seat students in a quiet place.</li> </ul>
Visual Difficulties	<ul style="list-style-type: none"> <li>•Allow students to take test orally.</li> <li>•Seat students away from visual distractions.</li> </ul>

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### Possible Accommodations for Performance Assessment Tasks:

#### Comprehension Difficulties:

--Give task directions orally and in writing, supported with graphic organizers and pictures.

--Provide opportunities for students to ask questions to clarify understanding.

--Provide students with evaluation rubric to

help them focus efforts.

#### Auditory Difficulties:

--Use written rather than oral questions.

--Seat students in a quiet place.

#### Visual Difficulties:

--Allow students to take test orally.

--Seat students away from visual distractions.

## SLIDE 6

**Some Possible Accommodations for Performance Assessment Tasks**

Possible Problems	Possible Accommodations
Time Constraints	<ul style="list-style-type: none"> <li>•Avoid timed tests.</li> <li>•Give half of test one day, and the other half next day.</li> <li>•Provide advance notice of time constraints.</li> </ul>
Embarrassment & Anxiety	<ul style="list-style-type: none"> <li>•Do not threaten punishment for poor performance.</li> <li>•Do not single out students.</li> </ul>
Variability of Behavior	<ul style="list-style-type: none"> <li>•Allow students to retake the assessment.</li> <li>•Allow students to test on a different day.</li> </ul>

Education for All

### Possible Accommodations for Performance Assessment Tasks:

#### Time Constraints:

--Avoid timed tests.

--Give half of test one day, and the other half next day.

-- Provide advance notice of time constraints.

#### Embarrassment and Anxiety:

--Do not threaten punishment for poor performance.

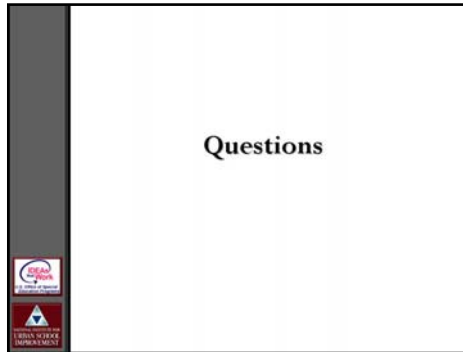
--Do not single out students.

Variability of Behavior:

--Allow students to retake the assessment.

--Allow students to test on a different day if necessary.

SLIDE 7



**Questions:**

This is a question and answer period.

Limit it to 3 – 5 minutes.

## *Activity 2: Analyzing a Performance Assessment Task: Static Electricity*

**I**n this activity, participants critique an existing performance assessment task.

### **OUTCOMES MET IN ACTIVITY**

- Critique a performance assessment task

### **ACTIVITY SECTIONS**

- Part 1: Critically Examining a Performance Assessment Task

**COMPLETE ACTIVITY TAKES 10 MINUTES**

## Activity 2, Part 1: Critically Assessing a Performance Assessment Task

### FACILITATOR MATERIALS

None

### PARTICIPANT MATERIALS

Static Electricity handout; Assessment Critique

### ACTIVITY PURPOSE

Learn to critically examine an assessment task.

### ACTIVITY TIME LIMIT

10 minutes

### FACILITATOR NOTE

First have participants independently read performance task on the handout. Then place participants in new groups of three have them respond to the questions above first in their small groups, and then in a large group.

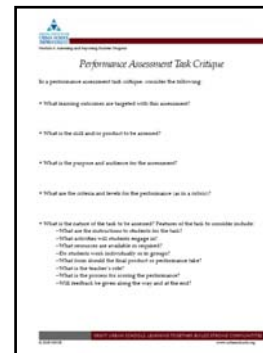


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and

### ACTIVITY

Look at and critique the performance assessment task on static electricity. In the critique, have participants consider the following:

- What learning outcomes are targeted with this assessment?
- What is the skill and/or product to be assessed?
- What is the purpose and audience for the assessment?
- What are the criteria and levels for the performance (as in a rubric)?
- What is the nature of the task to be assessed? Features of the task to consider include:
  - What are the instructions to students for the task?



- What activities will students engage in?
- What resources are available or required?
- Do students work individually or in groups?
- What form should the final product or performance take?
- What is the teacher's role?
- What is the process for scoring the performance?
- Will feedback be given along the way and at the end?

## Lecturette 2: Identifying Features of a Quality Performance Assessment

This lecturette covers the features of a quality performance assessment task.

### FACILITATOR MATERIALS

Lecturette 2 PowerPoint

### LECTURETTE TIME LIMIT

10 minutes

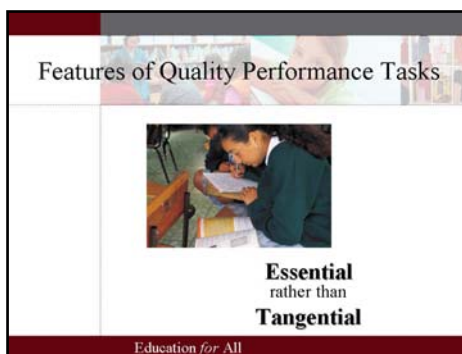
#### SLIDE 1



#### Lecturette 2: Identifying Features of a High Quality Performance Assessment Task:

This lecturette covers the features of a quality performance task (adapted from Stenmark, 1991)

#### SLIDE 2



The task focuses on the big ideas in the curriculum.

#### SLIDE 3



The task resembles real world endeavors.

## SLIDE 4

Features of Quality Performance Tasks



**Rich**  
rather than  
**Superficial**

Education for All

The task generates questions and further investigations.

## SLIDE 5

Features of Quality Performance Tasks




**Engaging**  
rather than  
**Uninteresting**

Education for All

The task is thought-provoking and motivating.

## SLIDE 6

Features of Quality Performance Tasks



**Active**  
rather than  
**Passive**

Education for All

The task requires active processing of information.

## SLIDE 7

Features of Quality Performance Tasks




**Feasible**  
rather than  
**Infeasible**

Education for All

The task is something that can be accomplished in the time allotted and with the resources available.

## SLIDE 8

Features of Quality Performance Tasks



**Equitable**  
rather than  
**Inequitable**

Education for All

The task draws on and develops a variety of ways of thinking.

## SLIDE 9

Features of Quality Performance Tasks




**Open**  
rather than  
**Closed**

Education for All

The task offers multiple solutions paths and more than one right answer.

## SLIDE 10

Questions


**Questions:**

This is a question and answer period.  
Limit it to 3 – 5 minutes.

## *Activity 3: Creating Your Own Performance Assessment Task*

**T**his activity allows participants to create their own performance assessment task.

### **OUTCOMES MET IN ACTIVITY**

- Participants will develop their own performance assessment tasks.

### **ACTIVITY SECTIONS**

- Part 1: Designing a Performance Assessment Task

**COMPLETE ACTIVITY TAKES 30 MINUTES**

## Activity 3, Part 1: Designing a Performance Assessment Task

### FACILITATOR MATERIALS

None

### PARTICIPANT MATERIALS

*Design a Performance Assessment Task*

### ACTIVITY PURPOSE

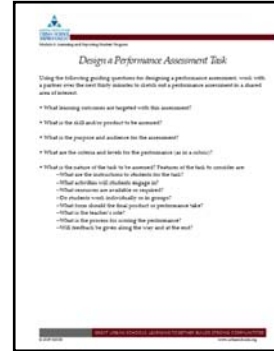
Designing a Performance Assessment Task

### ACTIVITY TIME LIMIT

30 minutes

### FACILITATOR NOTE

Have pairs describe their performance tasks. Depending upon time remaining, pairs could first match up and describe their tasks to each other, and then a select few could describe theirs to the whole group.



### ACTIVITY

Using the guiding questions for designing a performance assessment, ask team participants to sketch out a performance assessment in a shared area of interest.

- What learning outcomes are targeted with this assessment?
- What is the skill and/or product to be assessed?
- What is the purpose and audience for the assessment?
- What are the criteria and levels for the performance (as in a rubric)?
- What is the nature of the task to be assessed? Features of the task to consider are:
  - What are the instructions to students for the task?
  - What activities will students engage in?
  - What resources are available or required?
  - Do students work individually or in groups?
  - What form should the final product or performance take?
  - What is the teacher's role?
  - What is the process for scoring the performance?
  - Will feedback be given along the way and at the end?

# Leave Taking

## Leave Taking, Part 1

### FACILITATOR MATERIALS

None

### PARTICIPANT MATERIALS

*Self Assessment*

### ACTIVITY PURPOSE

The self assessment provides the participant with an objective means of evaluating the knowledge and skills gained in this academy.

### ACTIVITY TIME LIMIT

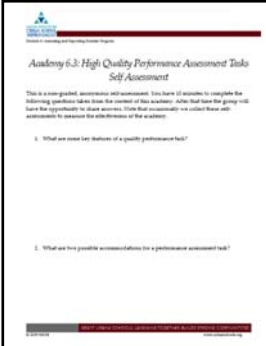
10 minutes

### FACILITATOR NOTE

None

### ACTIVITY

Have participants complete the *Self Assessment*. Remind groups that their assessments will be collected for module assessment purposes and they do not need to put their names on the assessments.



Academy 6.3: High Quality Performance Assessment Task  
Self Assessment

This is a one-graded, assessment self-assessment. You have 10 minutes to complete the following questions to the extent of your academy. After that time the group will have the opportunity to share answers. Use that opportunity to reflect back upon answers to assess the effectiveness of the academy.

1. What are some key features of a quality performance task?

2. What are two possible accommodations for a performance assessment task?

1. What are some key features of a quality performance assessment task?
2. What are two possible accommodations for a performance assessment task?

## *Leave Taking, Part 2*

### **FACILITATOR MATERIALS**

Chart paper

### **PARTICIPANT MATERIALS**

None

### **ACTIVITY PURPOSE**

This activity is meant to compare participants' evaluations.

### **ACTIVITY TIME LIMIT**

10 minutes

### **FACILITATOR NOTE**

Collect the assessments and return them to the National Institute for Urban School Improvement along with the *Academy Evaluations*.

### **ACTIVITY**

Return to whole group and ask participants to share their responses. Use chart paper to record what they say as a way to highlight new learning, and congratulate the group on their hard work.

## *Leave Taking, Part 3: Academy Evaluation*

### FACILITATOR MATERIALS

None

### PARTICIPANT MATERIALS

*Academy Evaluation*

### ACTIVITY PURPOSE


This activity provides developers feedback from module participants.

### ACTIVITY TIME LIMIT

10 minutes

### FACILITATOR NOTE

Collect the evaluations and return them to the National Institute for Urban School Improvement along with the *Self Assessments*.



The image shows a sample of the 'Academy Evaluation' form. It includes a title 'Academy Evaluation' and a subtitle 'Please fill in as many of the following as you can. Thank you for your feedback!'. The form is divided into several sections: 'I like...' with a list of options (Service to Teacher, Instruction, Support to Teacher, Power, Environment, Other); 'I am allowed with and...' with options (Elementary School, Secondary School); 'I am not sure how well students planning here I would...'; 'I have things to suggest that would be helpful for me...'; and 'As a result of my participation in this academy, I am going to...'. There are also several empty boxes for handwritten notes and a small logo for the National Institute for Urban School Improvement at the bottom left.

### ACTIVITY

Have participants complete the *Academy Evaluation*. This evaluation gives the developers a chance to see how the academy is being received and allows them to improve it as needed.

## *References Cited*

- Marzano, R., Pickering, D., & McTighe, J. (1993). *Assessing student outcomes: Performance assessment using the dimensions of learning model*. Alexandria, VA: Association for Supervision and Curriculum Development, p. 51.
- McMillan, J. (2004). *Classroom assessment: principles and practices for effective instruction (3rd edition)*. Needham Heights, MA: Allyn & Bacon.
- Stenmark, J. (1991). Math portfolios: A new form of assessment. *Teaching PreK-8*, Aug/Sep91, Vol. 22 Issue 1, p62, 4p, 3c.
- Stiggins, R. (2003). *Student-involved classroom assessment (3rd edition)*. Upper Saddle River, NJ: Merrill Prentice Hall.

## Resources

Marzano, R., Pickering, D., & McTighe, J. (1993). *Assessing student outcomes: Performance assessment using the dimensions of learning model*. Alexandria, VA: Association for Supervision and Curriculum Development, p. 51.

*Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model* is both a welcome response to the revolution in assessment now under way in American education and a welcome addition to the Dimensions of Learning materials introduced by ASCD in 1992. The Dimensions of Learning instructional model is based on the premise that five types of thinking are essential to the learning process: (1) positive attitudes and perceptions about learning, (2) thinking involved in acquiring and integrating knowledge, (3) thinking involved in extending and refining knowledge, (4) thinking involved in using knowledge meaningfully, and (5) productive habits of mind. The authors have used this instructional model to develop a practical approach to student assessment that answers many of the recent demands for reform in this area. For instance, they address the need for educators to specify not only the content-specific knowledge and skills students should acquire, but also the knowledge and skills that cut across many content areas and are useful to people in many situations during their lifetime.

McMillan, J. (2004). *Classroom assessment: principles and practices for effective instruction (3rd edition)*. Needham Heights, MA: Allyn & Bacon.

The text emphasizes assessment in the context of the realities of teaching and teacher decision-making, as well as on how assessment is integrated with instruction. Assessment methods are integrated with instruction and presented according to when teachers evaluate students (before, during, and after an instructional unit) and the learning targets that are measured. There is considerable emphasis on the nature of learning targets and how different assessments are most appropriate for different targets. For each assessment technique, suggestions for effective practice are presented with examples and case studies.

There are separate chapters on contemporary assessment techniques and issues, such as performance and portfolio assessments, as well as separate chapters on assessing affective targets and students with disabilities included in the regular classroom. A balance is provided with traditional forms of assessment and the need for teachers to administer, interpret, and use results from standards-based large scale assessments and other standardized tests.

Stenmark, J. (1991). Math portfolios: A new form of assessment. *Teaching PreK-8*, Aug/Sep91, Vol. 22 Issue 1, p62, 4p, 3c.

Discusses some ideas on the creation of math portfolios. What should be in them; How to assess them; Questions about assessment.

Stiggins, R. (2003). *Student-involved classroom assessment* (3rd edition). Upper Saddle River, NJ: Merrill Prentice Hall.

This core text for courses in classroom assessment is the leading text for courses where the focus is squarely on teaching teachers and preservice teachers how to assess students in their day-to-day classrooms. It takes a stronger focus than any other book on integrating assessment and instruction. And it provides very clear guidance on how to construct *all* types of items and tests, but also explains better than any other text what each type of item can and cannot assess.

## *Glossary*

### **FACILITATOR**

A Collaborative Leadership Team process role. The Facilitator guides the meeting process and remains objective.

### **NATIONAL INSTITUTE FOR URBAN SCHOOL IMPROVEMENT**

The National Institute for Urban School Improvement (NIUSI) is funded by the Office of Special Education Programs at the U.S. Department of Education. The mission of NIUSI is to support the building of capacity in urban schools and school districts so that students with disabilities are engaged in high quality curriculum and learning experiences that improve their ability to succeed in school and in post-school opportunities.