Performance Assessment Planning Template

**Overview:** This design/planning template supports the design of high quality performance assessments and is aligned to the SCALE Performance Assessment Rubric. As design/planning is an organic and evolving process, its use is intended to prompt thinking rather than act as a compliance tool. The order of the sections, e.g. ‘Outcomes’, ‘The Task Prompt’ etc. is a recommendation for the order of design/planning. However, we do suggest starting with outcomes, whether state standards, rubrics, or school or district curriculum maps, and plan around how students will learn and demonstrate these outcomes. We promote ongoing revision of the planning/design process and continued assessment of the alignment between intended outcomes, learning activities, and assessment.

**Definition:** A *performance assessment* requires students to demonstrate what they know and can do and should be designed to assess both skill(s) and content (when appropriate)

A performance assessment has

1) Pre-determined outcomes (Standards and learning targets).
2) The task that includes the prompt to describe how students will demonstrate what they know and can do and the context and rationale of the learning.
3) The criteria/criterion for success that describe what meeting the outcomes looks like. (Rubric, check list, exemplar)

**For additional resources as you plan, click on the Resources Link**

**Resources** (Click on the link to open)

SCALE rubric

**Performance Assessment Title:**

<table>
<thead>
<tr>
<th>Grade level(s):</th>
<th>12th</th>
<th>Duration:</th>
<th>7 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline(s):</td>
<td>English Language Arts</td>
<td>Authors:</td>
<td>Maria Bucon-Scales</td>
</tr>
<tr>
<td>Portfolio Artifact. Yes/No</td>
<td>Yes</td>
<td>Core Competency</td>
<td>Textual Analysis</td>
</tr>
</tbody>
</table>

* Portfolio Artifact – when ALL the domains of the rubric can be demonstrated.

*For additional criteria as you plan, hover the cursor over the TIP to see a screen tip that will help you.*

**Resources** (Click on the link to open)
Essential Questions and Big Ideas - Wiggins and McTighe

Essential Question

TIP
Essential Questions are conceptual and serve as a ‘hook’ to engage students in a meaningful learning process both intellectually and emotionally. It directs student’s search for understanding and helps frame the ‘so what?’ to the learning.

Thematic

- What are the consequences of keeping silent or speaking out about injustice?
- Does the media support or perpetuate a “single story” about people, events or conflicts? If so, what drives them to do so?
- How do power systems affect whether some voices are silenced and some voices are endorsed?

English

- How does language (diction, rhetoric, propaganda) shape perception of peoples and places?
- How can language and art challenge pre-existing beliefs and bias?—through photos or poem
- Not to be answered, but build into EQ for analysis prompt.
- How does language (diction, rhetoric, propaganda) communicate culture?
- How do cultural differences shape

Resources (Click on the link to open)

Essential Questions and Big Ideas - Wiggins and McTighe

Big Idea(s)

TIP
What core concepts, principles, theories, and processes do I want students to understand as a result of this learning?

- Bias: how our life and our identity shapes our perspective of other people
- A single story of a place vs. many stories of a place and the effects of each.
- The way a story is told, including where it begins and what facts are included, creates bias. These are also choices that an author makes. Sometimes the results of these choices are intended, sometimes they are unintended.
- How identity influences the way a story is told and how we view a story.Bias: how our life and our identity shapes our perspective of other people
- Prejudice: our preconceived notions and what they might be based on
- The role that art can play in changing perspectives

1. The Outcomes

Envision Education Performance Assessment Planning Template  August 2015
Performance Assessment Planning Template

1a. Skills / Standards To Be Measured

What is the targeted skill or skills that student and teacher are working together to develop and assess?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>RI 12.1</td>
</tr>
<tr>
<td>2)</td>
<td>RI 12.2</td>
</tr>
<tr>
<td>3)</td>
<td>RI 12.3</td>
</tr>
<tr>
<td>4)</td>
<td>RI 12.6</td>
</tr>
<tr>
<td>5)</td>
<td>W 12.1 (as assessed on EA’s Textual Analysis Rubric)</td>
</tr>
</tbody>
</table>

TIP

What is the targeted skill or skills that student and teacher are working together to develop and assess?

Resources (Click on the link to open)

- Types of Learning Targets – Rick Stiggins
- Verbs for Learning Targets – Expeditionary Learning
- Knowing Your Learning Targets – Moss and Brookhart
- Long Term Learning Targets and Supporting Learning Targets – Expeditionary Learning
- Criteria for Quality Learning Targets

2. The Task

2a. Framing

The what, the why, and the how of the learning process; Names the skills and concepts to be learned, describes how students will learn these, and how they will demonstrate what they learn?

The goal of this unit is to give students the opportunity to read a variety of narratives and draw comparisons across space and time. Students will critically examine a variety of texts (oral histories, TED talks, poems, and videos) in order to explore bias, prejudice, and the role of stories can play in combatting dominate narratives.

Resources (Click on the link to open)

- SCALE rubric

2b. Task Prompt – What are students asked to do? (Description of product or performance)

How will students be invited to demonstrate what they can do?

Performance Assessment: include all elements of the performance assessment. Prompt checklist:

- Comes directly from the standards with a clear outcome
### Performance Assessment Planning Template

- Students demonstrate higher level thinking skills
- Skills are transferable
- Relevant and authentic
- Allows for choice, decision making, and student agency
- Scaffolding and accessibility

**Question:** How and why do individuals use their stories to expand or limit the audience’s perspectives of peoples and places? Use at least three pieces of evidence from each text to support your answer. Use at least two different oral histories from *Palestine Speaks* to support your answer. You may also choose to integrate ideas from one of the TED Talks we watched in this unit.

#### 2c. Rationale

*Explain the big reasons why students are doing the task and how they will demonstrate the learning.*

People all over the world use stories in different capacities to persuade various audiences or inform them about people and places. While we cannot travel the entire world, we can read stories from all over to widen our perspectives and challenge our biases. The goal of this artifact is to give students space to consider the power of storytelling, both in terms of recognizing that individuals have the power to persuade and create bias with stories, but also that they can use their own stories as tools to persuade and challenge bias.

#### 3. The Criteria for Success

##### 3a. Rubric and domains

*What rubric(s) are you using to measure the student’s level of proficiency within the Performance Assessment?*

Textual Analysis Rubric

**Resources**  (Click on the link to open)

Criteria for Success

##### 3b. Requirements

*If not using a rubric, what are you using to measure the student’s level of proficiency within the Performance Assessment?*

N/A

##### 3c. Meeting the needs of diverse students

*Does your assessment address the needs of diverse students? How?*

TIP
What misconceptions do you anticipate? How do you intend to meet the needs of students with different learning styles? Having reviewed the accommodations as outlined in IEPs /504’s, what supports do you need to plan for? What do you need to make sure you collaborate with the learning specialist around? Do you need to plan for small group instruction/ special education push in / pull out?

- What misconceptions do you anticipate?
  Students will struggle to narrow down the question and make the necessary choices to convey their ideas. Students will struggle with analysis, in terms of connecting it back to how and why the individual is using the story. I would guess they focus on summarizing what happened in the story.

- How do you intend to meet the needs of students with different learning styles?
  We will be reading texts as well as listening to texts in this unit. The narratives also vary in length and difficulty so different authors will appeal to different students.

- Having reviewed the accommodations as outlined in IEPs /504’s, what supports do you need to plan for?
  Limited evidence and paragraphs for some IEP students; 504 students will receive extended deadlines on various benchmarks.

- What do you need to make sure you collaborate with the learning specialist around?
  Done in weekly meetings.

- Do you need to plan for small group instruction/ special education push in / pull out?
  Doing workshops for various parts of the writing process.

4. Learning Experiences

<table>
<thead>
<tr>
<th>4a. Resources</th>
<th>What resources will you use to create an authentic experience and maximize the learning?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fieldwork</td>
<td>Students will describe and then take a set of three photos that they believe capture their identity. The photos must be original, meaning the student must take them themselves. In addition to taking the photo, the student must write a 5-7 sentence artist statement to accompany each photo.</td>
</tr>
<tr>
<td>Expert(s)</td>
<td>If available: Palestinian refugee</td>
</tr>
<tr>
<td>Text(s)</td>
<td>Narratives from Palestine Speaks, various news articles (most student selected)</td>
</tr>
<tr>
<td>Video(s)</td>
<td>“The Danger of a Single Story” (Chimamanda Adichie); “My Wish: Use Art to Turn the World Up Down” (JR)</td>
</tr>
<tr>
<td>Website(s)</td>
<td>Various--student selected to build background. (use link to access Google Presentation with links)</td>
</tr>
</tbody>
</table>
# Performance Assessment Planning Template

<table>
<thead>
<tr>
<th>Other</th>
<th>N/A</th>
</tr>
</thead>
</table>

**Resources** *(Click on the link to open)*  
[Method of Assessment Matching the Type of Learning Target – Rick Stiggins](#)  
[Model of Instructional Planning](#)

<table>
<thead>
<tr>
<th>4b. Sequence of Learning and Assessment</th>
<th>TIP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Long Term Learning Targets</strong></td>
<td><strong>Supporting Learning Targets</strong></td>
</tr>
<tr>
<td>RI 12.3 I can analyze a complex set of ideas and explain how specific ideas interact and develop over the course of the text. <strong>Essential to unit, not to performance assessment</strong></td>
<td>I can explain how the most important ideas are related to one another (reasoning)</td>
</tr>
<tr>
<td></td>
<td>I can describe how the most important idea is refined and developed over the course of the text.</td>
</tr>
<tr>
<td></td>
<td>I can analyze why authors chose to develop specific ideas in a text.</td>
</tr>
<tr>
<td>RI 12.1 I can cite strong evidence to support my analysis</td>
<td>I can make inferences based explicit and implied meaning (reasoning)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>I can identify the most important explicit and implied details to support my analysis (knowledge)</td>
<td>Students highlight evidence that directly relates to the purpose of reading and explain the connection in the margins. From the list collected, students choose the best evidence to support the purpose for reading and explain why they chose to keep the evidence or why they chose to eliminate certain pieces.</td>
</tr>
<tr>
<td>I can evaluate my evidence in order to determine the best evidence to support my analysis (reasoning)</td>
<td>Students highlight evidence that directly relates to the purpose of reading and explain the connection in the margins. From the list collected, students choose the best evidence to support the purpose for reading and explain why they chose to keep the evidence or why they chose to eliminate certain pieces.</td>
</tr>
</tbody>
</table>
| I can critically analyze and question a text in order to build background knowledge (skill and knowledge) | I can closely read a text and cite a variety of textual evidence to support my opinions and inferences. | they chose to eliminate certain pieces. | Students answer the following questions using multiple pieces of textual evidence to support their thinking:
3) How did your various identities impact the way you experienced the story? Give at least three examples to support your answer. Consider your emotional reactions and how each emotional reaction might relate to your identity.
2) In what ways did Laith’s identity impact how he told the story? Your answer should cite and explain specific examples (at least three) to support your reasoning. |

**Artifact Learning Targets (critical)**

| Long Term Learning Targets | Supporting Learning Targets | Learning Activities/Experiences (That provides knowledge and skills for students to meet the learning target) | Accommodations/ Small Group Instruction / Special Education Push in / Pull out | Formative and Summative Assessments. (How students will demonstrate what they know and can do) |
| I can write a proficient thesis statement | I can breakdown the question into specific parts that need answers (NOT AN LT, but essential prerequisite) | ● Mini-lesson on breaking down the question.  
● Breakdown the question for the artifact | Reteach in small group (work with LS) | Students will demonstrate proficiency by ability to complete the following  
Ability to correctly write a claim statement on short answer question |
|---|---|---|---|---|
| I can write a proficient claim statement. | Students practice restating and answering different questions AND correct developing claim statements. | Sentence starters for IEP students (if needed) | ● Ability to correctly write a claim statement on short answer questions (click here for rubric used)  
● Students write topic sentences to support thesis statement (two-three total) | Students submit final draft of thesis |
| I can use the criteria for success (thesis statement) to work with a trio to provide meaningful feedback for a peer to improve his/her thesis. | ● Students use attached protocol. | | Students submit final draft of thesis | |
| I can identify and evaluate the best evidence to support my opinions and inferences | ● Students collect evidence (at least 5 pieces per text) to support their thesis statements.  
● Students eliminate evidence that is not as relevant in order to finalize evidence they will use. | Choose smaller amounts to begin with | ● Outline with bulleted evidence to support topic sentences | |
## Performance Assessment Planning Template

<table>
<thead>
<tr>
<th>I can write a rough draft that includes a proficient thesis, topic sentences, evidence, draft analysis, and concluding sentences</th>
<th>Students take their outline and add analysis and context for evidence.</th>
<th>Small-group workshops, available to all (<a href="#">click for link to workshop</a>), but focused on small group instruction and one-on-one support</th>
<th>Rough draft</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can use the Textual Analysis Rubric as well as criteria for success in order to give meaningful, specific feedback to a peer (<a href="#">click here</a> for completed version of rubric for teacher)</td>
<td>I can breakdown the rubric in order to determine exactly what my essay needs in order to be proficient</td>
<td>Students breakdown the language of the rubric into a checklist.</td>
<td>Turn in breakdown (<a href="#">click here</a> for student rubric that students write on, not the same as linked in the LT)</td>
</tr>
<tr>
<td>Students use the breakdown, as well as the peer editing rubric in order to peer edit papers</td>
<td>Students brainstorm possible sentence starters for different sections</td>
<td>Students peer-edit using a peer editing sheet (<a href="#">click here</a> to view); sample for students to use is available <a href="#">here</a></td>
<td></td>
</tr>
<tr>
<td>I can think critically and collaborate productively in order to write a proficient artifact</td>
<td>Students use their rubric and collaborate with peers in order to revise their papers</td>
<td>Final drafts</td>
<td></td>
</tr>
</tbody>
</table>