

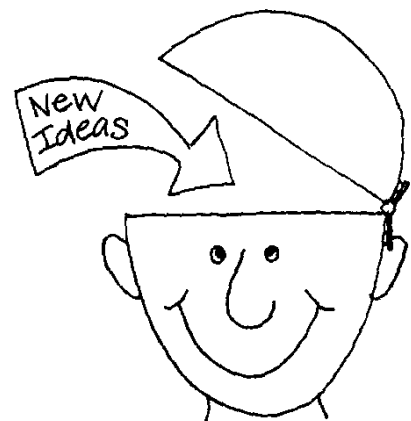
Foothills School Division Professional Development

Friday, March 8' 2013 – Performance Based Assessment

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Unpacking Performance Assessment Tasks

“Understanding is revealed in performance. Understanding is revealed as transferability of core ideas, knowledge, and skill, on challenging tasks in a variety of contexts. Thus, assessment for understanding must be grounded in authentic performance-based tasks.”

Source: Wiggins & McTighe. (2005). Understanding by Design (2nd Edition)

Principles of Constructing an Assessment

Constructing an assessment always involves these basic principles:

1. Specify clearly and exactly what it is you want to assess
2. Design tasks or test items that require students to demonstrate this knowledge or skill
3. Decide what you will take as evidence of the degree to which students have shown this knowledge and skill

Assessing higher-order thinking almost always involves three additional principles:

1. Present something for students to think about, usually in the form of introductory text, visuals, scenarios, resource materials, or problems of some sort.
2. Use novel material – material that is new to the student, not covered in class and thus subject to recall.
3. Distinguish between level of difficulty (easy versus hard) and level of thinking (lower-order thinking or recall versus higher-order thinking), and control for each separately.

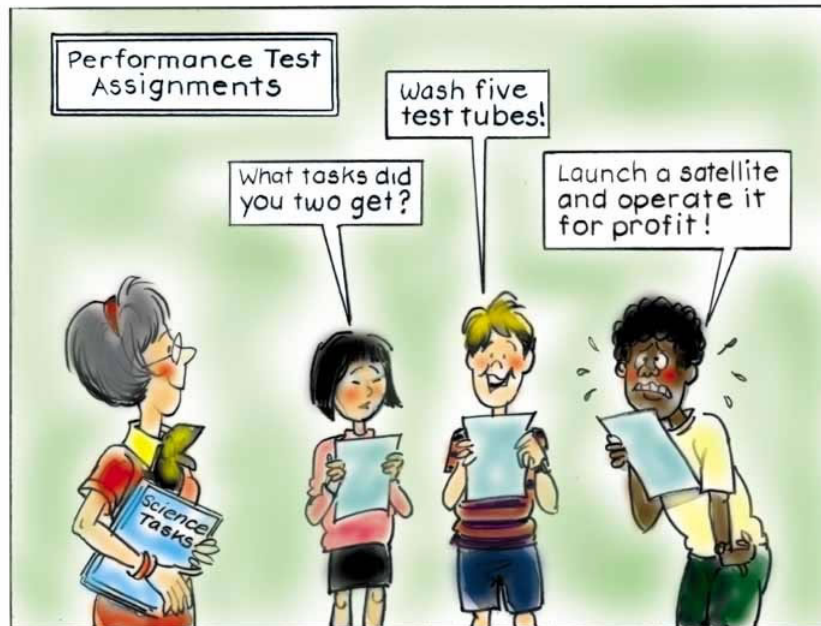
Adapted from: Brookhart, Susan. (2010). How to assess higher-order thinking skills in your classroom.

“Performance assessments – including various kinds of papers and projects – require students to make or do something more extended than answering a test question, and can assess higher-order thinking, especially if they ask students to support their choices or thesis, explain their reasoning, or show their work (Brookhart, 2010, p. 25)”

Features of Performance Based Tasks

- Complex challenges that mirror the issues and problems faced by adults
- Ranges in length from short-term tasks to long-term, multi-staged projects
- Yields one or more tangible products and performances
- Involve a real world or simulated setting and the kind of constraints, background “noise”, incentives, and opportunities an adult would find in a similar situation (ie. they are authentic)
- Typically require the student to address an identified audience (real or simulated)
- Are based on a specific purpose that relates to the audience
- Allows students greater opportunity to personalize the task
- The task, evaluative criteria, and performance standards are known in advance and guide student work

Source: Wiggins & McTighe. (2005). Understanding by Design (2nd Edition), p. 153



Assessment Checklist: Can Students Achieve Mastery?

Criteria for designing assessments tasks that demonstrate achievement at all levels (Beginning, Acceptable, Proficient, Mastery)

For performance-based assessments:

- ✓ Does the assessment evaluate the enduring understandings?
- ✓ Does the assessment allow for multiple solutions and multiple entry points?
- ✓ Will every student have the opportunity to achieve mastery?
- ✓ Does the assessment differentiate for the learning needs of all students?
- ✓ Is it significant, challenging, and engaging?
- ✓ Does the assessment tool or method of reporting feedback avoid the use of raw scores or percentages?

For all types of summative assessments:

- ✓ Does the summative assessment evaluate the enduring understandings?
- ✓ Does it call for the application of multiple skills and understandings?
- ✓ Does it check for understanding rather than memorization or regurgitation of facts?
- ✓ Is it significant, challenging, and engaging?
- ✓ Does the assessment tool or method of reporting feedback avoid the use of raw scores or percentages?

Linking Levels of Cognition to Assessment Strategies

	Selected Response	Written Response	Performance Assessment	Personal Communication
Evaluation	Not an effective way to evaluate understanding	Effective strategy to sample student understanding	Effective strategy to sample student understanding because students work in a real world context	Provides immediate feedback and opportunity for students to clarify; however, not the most efficient way because it is time-consuming
Synthesis	Mismatch between level of cognition and assessment strategy	Effective strategy to sample student understanding	Effective strategy to sample student understanding; allows student choice in the way of demonstrating, and allows them to work in a real world context	Provides immediate feedback and opportunity for students to clarify; however, not the most efficient way because it is time-consuming
Analysis	Effective and efficient strategy to sample student understanding	Effective and efficient strategy to sample student understanding	Effective strategy to sample student understanding; allows student choice in the way of demonstrating, and allows them to work in a real world context	Provides immediate feedback and opportunity for students to clarify; however, not the most efficient way because it is time-consuming
Application	Effective and efficient strategy to sample student understanding	Effective and efficient strategy to sample student understanding	Effective strategy to sample student understanding because students link to a real world context	Provides immediate feedback and opportunity for students to clarify; however, not the most efficient way because it is time-consuming
Comprehension	Effective and efficient strategy to sample student understanding	Effective and efficient strategy to sample student understanding; allows students to show relationship elements of knowledge	Effective strategy to sample student understanding; however, less efficient due to time necessary for students to complete	Provides immediate feedback and opportunity for students to clarify; however, not the most efficient way because it is time-consuming
Knowledge	Effective and efficient strategy to sample student understanding	Effective and efficient strategy to sample student understanding; however, less efficient due to time necessary for scoring.	Knowledge is a necessary prerequisite for student success with the higher levels of cognition required in the performance assessment	Provides immediate feedback and opportunity for students to clarify; however, not the most efficient way because it is time-consuming

Apply the Two-Question Validity Test

Purpose: To apply the two-question validity test to your assessments.

Directions: Test your unit assessments using the following question prompts:

	Very likely	Somewhat likely	Very unlikely
How likely is it that a student could do well on the assessment by:			
making clever guesses, parroting back, or “plugging in” what was learned, perhaps with accurate recall but limited or no understanding?			
making a good-faith effort, with lots of hard work and enthusiasm, but with limited understanding?			
producing a lovely product or an engaging and articulate performance, but with limited understanding?			
How likely is it that a student could do poorly on the assessment by:			
failing to meet the requirements of this particular task while nonetheless revealing a good understanding of the ideas?			
not being skilled at certain aspects of the task, but those skills are not central to the goal or involve outside learning or natural talent (eg. require acting or computer ability unrelated to Stage 1 goals)?			

(source: UBD high, p. 91)

How to Recognize a Complex Performance Task in 10 Easy Steps!

	Yes	No	Comments
Does it allow for multiple solutions and multiple entry points?			
Will every student be able to participate?			
Does it call for the use of more than one sense?			
Does it require the use of several kinds of media as source material?			
Does it require multiple skills and behaviors?			
Does it check for understanding rather than memorization or regurgitation of facts?			
Does it require a range of group process skills?			
Does it require reading and writing?			
Is it significant, challenging, and engaging?			

Adapted from Elizabeth Cohen's *Designing Groupwork for the Heterogeneous Classroom*, Columbia University, New York, 1994.

Assessment Menu

Selected Response	Constructed Response		
	Products	Performance	Observations
<p>Tests</p> <ul style="list-style-type: none"> • (Pencil-paper) • Multiple choice • True/false • Completion • Matching • cloze 	<p>Projects</p> <ul style="list-style-type: none"> • models • experiments • portfolios • surveys • multi-media <p>Written Language</p> <ul style="list-style-type: none"> • essays • reports • narrative • writing • lab reports • book reports • blogs <p>Visual Communication</p> <ul style="list-style-type: none"> • illustrations • powerpoint • maps • posters • video • photographs <p>Learning Logs</p> <ul style="list-style-type: none"> • journals • video-journals 	<p>Performance Tasks</p> <ul style="list-style-type: none"> • demonstrations • drama, music • performances • simulations • labs <p>Oral Language</p> <ul style="list-style-type: none"> • interviews • re-telling • peer teaching • question/response • role playing • games • reading • video-conferencing 	<ul style="list-style-type: none"> • conferences • checklists • anecdotal records

Source: AAC (Alberta Assessment Consortium)

AAC Performance Assessment Development Template (October 2012)

Grade _____ Subject _____

Topic _____

POINTS TO CONSIDER: Determining the Assessment Focus

- All assessment must be based on learner outcomes.
- Student engagement will increase when the assessment task addresses the 'big ideas' of the discipline.
- The complex language of the learner outcomes needs to be focused into a concise action statement (criteria). This provides clarity for both teachers and students as to what will be assessed.
- Further support for articulating criteria is found in the AAC publication, *Creating Credible Criteria* and on the AAC website under the Professional Learning tab.

LEARNER OUTCOMES		CRITERIA : concise action statements beginning with strong verbs that identify the learning to be achieved, based on Alberta Programs of Study
Number	Outcome (copy directly from the program of studies)	

POINTS TO CONSIDER: Designing the Student Task

- Student engagement increases when the assessment task reflects a **real-life context**. Consider how students might take on a **role** and create a **product or performance** for an **audience**.
- Be sure the student task provides clear instructions so students will see the criteria reflected in what they are asked to do/produce.
- At the same time, be cautious about making the task too prescriptive. A performance task should be open-ended enough that students can reflect their individuality. This is easier to accomplish when the task is focused on the 'big ideas' of the discipline.

STUDENT ASSESSMENT TASK

POINTS TO CONSIDER: Creating the Rubric

- Criteria are listed in the left hand column.
- The descriptors focus on levels of **quality**.
- Further support for writing effective rubrics is found in the AAC publication, *Building Better Rubrics* and on the AAC website under the Professional Learning tab.

Level Criteria	Beginning*	Acceptable	Proficient	Mastery

* When work is judged to be beginning or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.

Articulating Criteria: Steps for Success

Step 1	Step 2	Step 3	Step 4
<p>Highlight words that designate the level of cognition in the outcome(s).</p> <p><i>*Look for verbs that seek evidence at the appropriate level of cognition, in order to “see and hear” that the learning has occurred. le. Find, record, identify, locate, examine, develop, demonstrate</i></p>	<p>Create a summary statement that captures the essence of the outcomes.</p> <p><i>“Given the sizable number of student outcomes for which teachers are responsible, it would be impossible and indeed nonsensical to attempt to teach and assess each outcome individually. As such, clustering of outcomes is an essential step in the planning process, helping teachers ensure assessment remains on the ‘big ideas’ (p. 16)”</i></p>	<p>Develop rubric descriptors.</p> <p>It's essential that rubrics:</p> <ul style="list-style-type: none"> • Relate directly to the quality of the work in clear and detailed descriptions • Avoid reference to quantitative elements (eg. Showed 3 examples of...) • Do not include elements that are not part of curricular outcomes such as neatness and punctuality 	<p>Determine instructional support and formative assessment opportunities.</p> <p><i>“Take time to focus on quality classroom instruction and assessment for learning opportunities. Rubric descriptors may not be easily understood by students at first glance; however, through appropriate instructional activities, ongoing conversations with students while examining student samples, and formative assessment opportunities, students will begin to understand and eventually “own” the language of the rubric (p. 18)”</i></p>

Source: **Creating Credible Criteria** by Sherry Bennett & Anne Mulgrew (An AAC Publication)

Rubric for the 6 Facets of Understanding

Explanation	Interpretation	Application	Perspective	Empathy	Self-knowledge
<i>Sophisticated</i> : an unusually thorough, elegant, and inventive account (model, theory, or explanation); fully supported, verified, and justified; deep and broad: goes well beyond the information given.	<i>Profound</i> : a powerful and illuminating interpretation and analysis of the importance /meaning/ significance; tells a rich and insightful story: provides a rich history or context; sees deeply and incisively any ironies in the different interpretations.	<i>Masterful</i> : fluent, flexible, and efficient; able to use knowledge and skill and adjust understandings well in novel, diverse, and difficult contexts.	<i>Insightful</i> : a penetrating and novel viewpoint; effectively critiques and encompasses other plausible perspectives; takes a long and dispassionate view of the issues involved.	<i>Mature</i> : disposed and able to see and feel what others see and feel; unusually open to and willing to seek out the odd, alien, or different.	<i>Wise</i> : deeply aware of the boundaries of one's own and others' understanding; able to recognize his prejudice and projections; has integrity=able and willing to act on what one understands.
<i>In-depth</i> : an atypical and revealing account, going beyond what is obvious or what was explicitly taught; makes subtle connections; well supported by argument and evidence; novel thinking displayed.	<i>Revealing</i> : a nuanced interpretation and analysis of the importance/ meaning/ significance: tells an insightful story; provides a telling history or context; sees subtle differences, levels, and ironies in diverse interpretations.	<i>Skilled</i> : competent in using knowledge and skill and adapting understandings in a variety of appropriate and demanding contexts.	<i>Thorough</i> : a revealing and coordinated critical view; makes own view more plausible by considering the plausibility of other perspectives; makes apt criticisms, discriminations, and qualifications.	<i>Sensitive</i> : disposed to see and feel what others see and feel; open to the unfamiliar or different.	<i>Circumspect</i> : aware of one's ignorance and that of others; aware of one's prejudices; knows the strengths and limits of one's understanding.
<i>Developed</i> : an account that reflects some in-depth and personalized ideas; the student is making the work her own, going beyond the given—there is supported theory here, but insufficient or inadequate evidence and argument.	<i>Perceptive</i> : a helpful interpretation or analysis of the importance/ meaning/ significance; tells a clear and instructive story; provides a useful history or context; sees different levels of interpretation.	<i>Able</i> : able to perform well with knowledge and skill in a few key contexts, with a limited repertoire, flexibility, or adaptability to diverse contexts.	<i>Considered</i> : a reasonably critical and comprehensive look at all points of in the context of one's own; makes clear that there is plausibility to other points of view.	<i>Aware</i> : knows and feels that others see and feel differently; somewhat able to empathize with others; has difficulty making sense of odd or alien views.	<i>Thoughtful</i> : generally aware of what is and is not understood; aware of how prejudice and projection can occur without awareness and shape one's views.
<i>Intuitive</i> : an incomplete account but with apt and insightful ideas; extends and deepens some of what was	<i>Interpreted</i> : a plausible interpretation or analysis of the importance/ meaning/ significance;	<i>Apprentice</i> : relies on a limited repertoire of routines; able to perform well in familiar or simple contexts, with	<i>Aware</i> : knows of different points of view and somewhat able to place own view in perspective, but weakness in	<i>Developing</i> : has some capacity and self-discipline to "walk in another's shoes, but is still primarily limited to one's own reactions	<i>Unreflective</i> : generally unaware of one's specific ignorance; generally unaware of how

learned; some "reading between the lines"; account has limited support/ argument/data or sweeping generalizations. There is a theory, but one with limited testing and evidence.	makes sense of a story; provides a history or context.	perhaps some needed coaching; limited use of personal judgment and responsiveness to specifics of feedback/situation.	considering worth of each perspective or critiquing each perspective, especially one's own; uncritical about tacit assumptions.	and attitudes: puzzled or put off by different feeling.	subjective prejudgments color understandings.
<i>Naive:</i> a superficial account; more descriptive than analytical or creative; a fragmentary or sketchy account of facts/ideas or glib generalizations; a black-and-white account less a theory than an unexamined hunch or borrowed idea.	<i>Literal:</i> a simplistic or superficial reading; mechanical translation; a decoding with little or no interpretation; no sense of wider importance or significance; a restatement of what was taught or read.	<i>Novice:</i> can perform only with coaching or relies on highly scripted, singular "plug-in" (algorithmic and mechanical) skills, procedures. or approaches.	<i>Uncritical:</i> unaware of differing points view; prone to overlook or ignore other perspectives; has difficulty imagining other ways of seeing things; prone to egocentric argument and personal criticisms.	<i>Egocentric:</i> has little or no empathy beyond intellectual awareness of others; sees things through own ideas and feelings; ignores or is threatened or puzzled by different feelings, attitudes, or views.	<i>Innocent:</i> completely unaware of the bounds of one's understanding and of the role of projection and prejudice in opinions and attempts to understand.

(Source: Wiggins & McTighe, UbD)

Circle of Viewpoints Routine

A routine for exploring diverse perspectives

Purpose: What kind of thinking does this routine encourage?

This routine helps students consider different and diverse perspectives involved in and around a topic. Understanding that people may think and feel differently about things is a key aspect of the Fairness Ideal.

Application: When and where can it be used?

This routine can be used at the beginning of a unit of study to help students brainstorm new perspectives about a topic, and imagine different characters, themes and questions connected to it. It can be used after reading a book or chapter. Provocative topics and issues are encouraged and the routine also works especially well when students are having a hard time seeing other perspectives or when things seem black and white. The routine can be used to open discussions about dilemmas and other controversial issues.

Launch: What are some tips for starting and using this routine?

After identifying a topic, ask students to brainstorm various viewpoints about this topic. This can be done solo, or as a class, but make sure to give the initial brainstorm enough time for students to really stretch and explore diverse ideas. If students need help thinking of different viewpoints, try using the following prompts:

- How does it look from different points in space and different points in time?
- Who (and what) is affected by it?
- Who is involved?
- Who might care?

Brainstorm a list of different perspectives and then use this script skeleton to explore each one:

1. I AM THINKING OF ...*the topic* ... FROM THE POINT OF VIEW OF...*the viewpoint you've chosen*

2. I THINK...*describe the topic from your viewpoint. Be an actor--take on the character of your viewpoint*

3. A QUESTION I HAVE FROM THIS VIEWPOINT IS...*ask a question from this viewpoint*

WRAP UP: *What new ideas do you have about the topic that you didn't have before? What new questions do you have?*

