Designing Performance Assessments

Suzanne Malek, Justin Wells, Rachel Maida
Deeper Learning Coaches

ENVISION
LEARNING PARTNERS
Inspiring Results

tiny.cc/PAdesign

Our Essential Question

▷ What do we want our students **to know and be able to do** so they are prepared to **succeed** in **college, career, and life**?
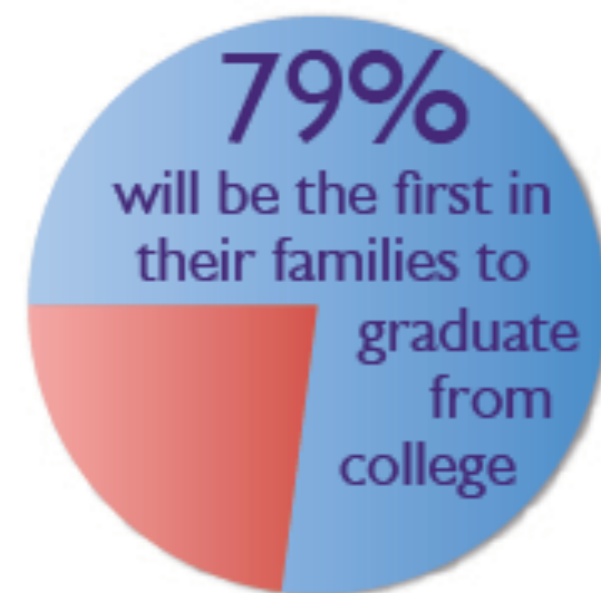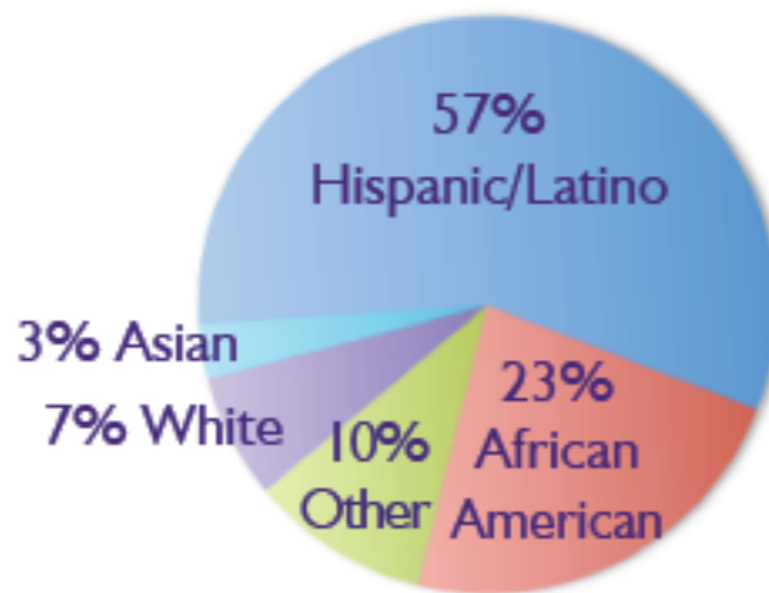
Our Mission

We transform the lives of students—especially those who will be the first in their family to attend college—by preparing them for success in college, career, and life.

OUR STUDENTS

70% qualify for free or reduced price lunch

57% Hispanic/Latino

3% Asian

7% White

10% Other

23% African American

79% will be the first in their families to graduate from college

OUR RESULTS

Envision by the Numbers	National Averages*	Envision Schools
High School Grads Attending College	60%	98%
African American College Acceptance	32%	98%
Hispanic/Latino College Acceptance	25%	99%
First Year College Persistence	60%	85%

*sources available upon request

performance assessment system

ENVISION SCHOOLS
Teaching Success

An Envision Graduate is a
Knower, a **Doer,** and a **Reflecter.**

Do

Know   Reflect

Our Model

Portfolio & Defense

Student Defense

Portfolio

Our Model

Portfolio & Defense
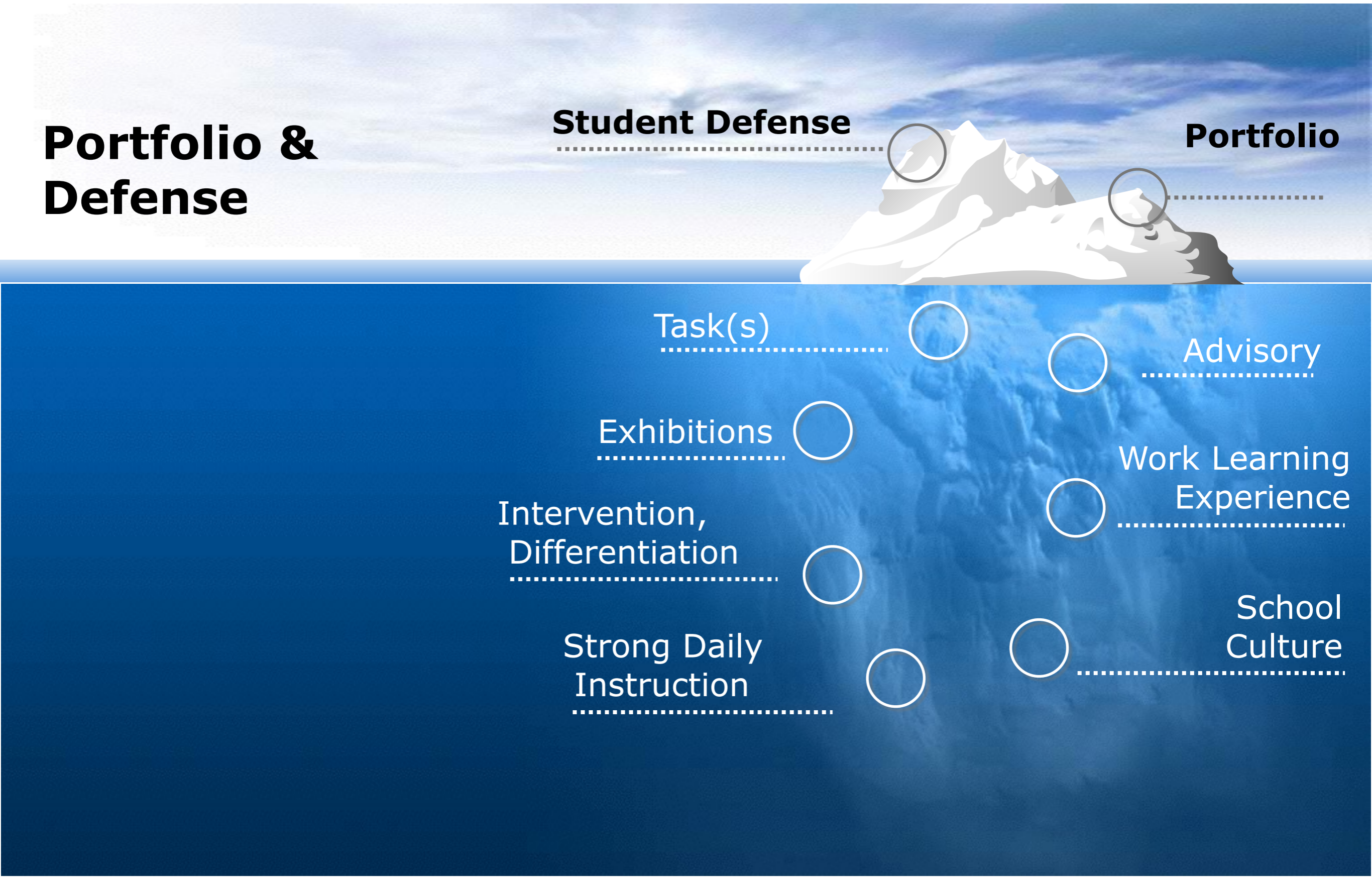
Student Defense

Portfolio

Task(s)

Advisory

Exhibitions

Intervention, Differentiation

Work Learning Experience

Strong Daily Instruction

School Culture

Performance Tasks
Exhibitions
Advisory
Internship
Instruction
School Culture

Our Model

Portfolio & Defense

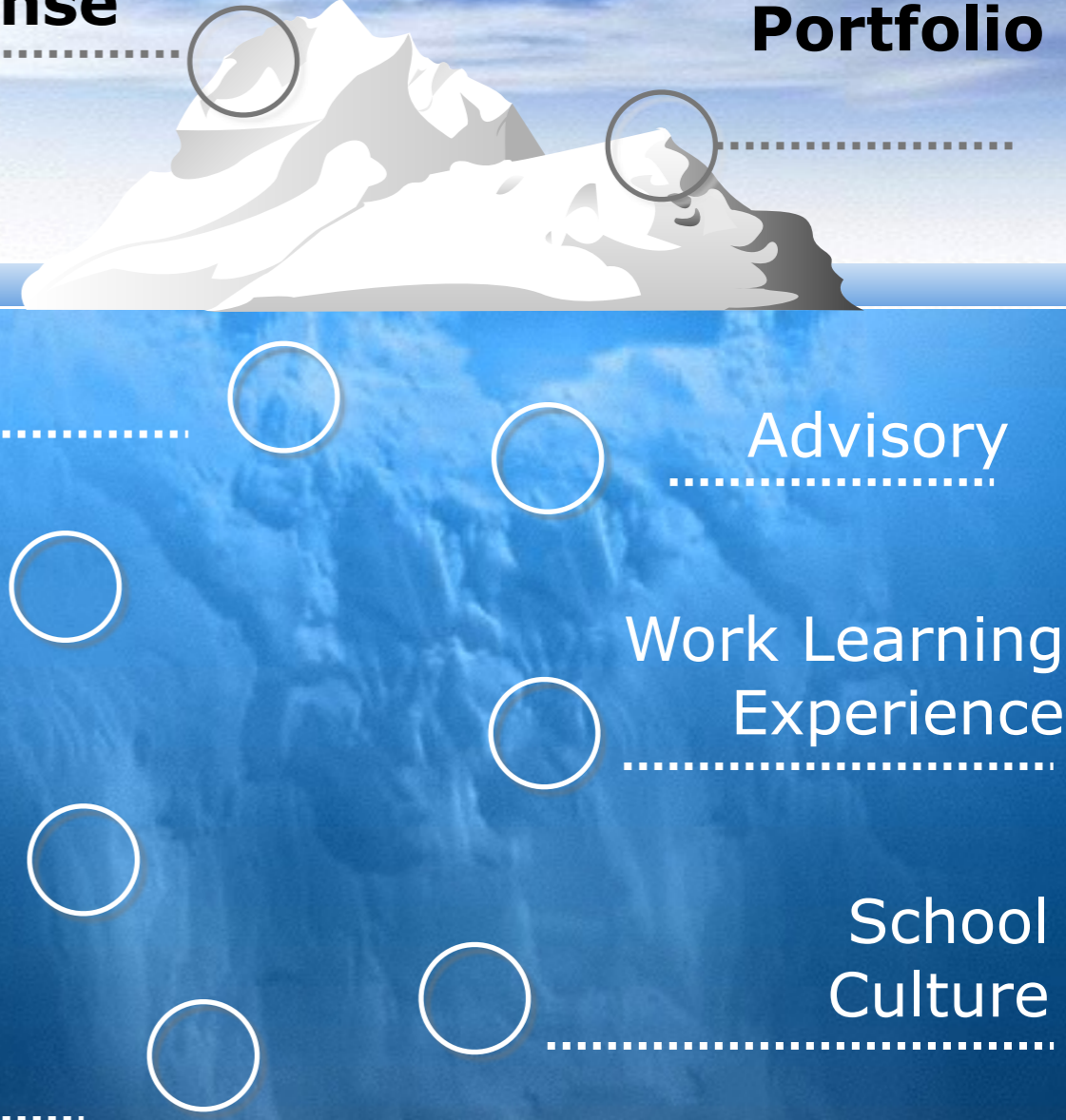**Student Defense**

Portfolio

Task(s)

Advisory

Exhibitions

Intervention, Differentiation

Work Learning Experience

Strong Daily Instruction

School Culture

Name: Yvonne Armenta
School: Metro Arts and Technology
Class of: 2013
Advisor: abby@es-metro.org
email: Yvonne_Armenta@es-metro.org
Note: Artifacts featured in the defense/presentation are highlighted

☑ Approve Benchmark Portfolio [Submit Approval]

☑ Approve Graduation Portfolio [Submit Approval]

Grade	Title	Scored By	Performance Task	Score
9	chase video		Collaborate Productively	n/a
9	Animal Farm Artifact		Communicate Effectively and Persuasively	n/a
9	Digital backdrop	Niki D'Alonzo	Express Creatively	Proficient
9	Freedom means	Suzanne Malek-Carter	Inquiry	Advanced
9	Nutrition Artifact		Manages Project Effectively	Proficient
9	The equality keynote	Suzanne Malek-Carter	Think Critically	Proficient
10	Benchmark Portfolio Cover Letter	Niki D'Alonzo	Benchmark Portfolio Cover Letter	Proficient
10	Audio Narrative Project	Zeb Zankel	Creative Expression	Proficient
10	Transformers Animation	Zeb Zankel	Creative Expression	Proficient
10	Evolution Report		Research Paper or Literary Analysis	Advanced
11	Spanish Music Video Project	Phyllis Wong	Creative Expression (Art and Digital Media)	Proficient
11	Shake the Nation	Suzanne Malek-Carter	Inquiry (Social Studies)	Proficient
11	Project Truth	Suzanne Malek-Carter	Research (Social Studies)	Advanced
11	Argumentative Essay- American Lit	Jen Gebbie	Research Paper or Literary Analysis	Proficient
11	Of Mice and Men + Poem	Jen Gebbie	Research Paper or Literary Analysis	Advanced
11	WLE 2012	Phyllis Wong	Workplace Learning Experience	Proficient
12	Literary Lens Analysis Essay - The Stranger		Analysis (English)	Proficient
12	College Success Portfolio Cover Letter		College Success Portfolio Cover Letter	n/a
12	Elections Brochure in Spanish	Phyllis Wong	Creative Expression (Art and Digital Media)	Advanced
12	Soil Quality Lab		Inquiry (Science)	Proficient
12	Campaign Ad/Tipping Point Argumentative Essay	Abby Benedetto	Research (English)	Advanced
12	Elections Magazine Expose	Sandy Amos	Research (Social Studies)	Proficient

The equality keynote	Suzanne Malek-Carter	
Benchmark Portfolio Cover Letter	Niki D'Alonzo	
Audio Narrative Project	Zeb Zankel	
Transformers Animation	Zeb Zankel	
Evolution Report		
Spanish Music Video Project	Phyllis Wong	Cr
Shake the Nation	Suzanne Malek-Carter	
Project Truth	Suzanne Malek-Carter	
Argumentative Essay- American Lit	Jen Gebbie	
Of Mice and Men + Poem	Jen Gebbie	
WLE 2012	Phyllis Wong	
Literary Lens Analysis Essay - The Stranger		
College Success Portfolio Cover Letter		
Elections Brochure in Spanish	Phyllis Wong	Cr
Soil Quality Lab		
Campaign Ad/Tipping Point Argumentative Essay	Abby Benedetto	
Elections Magazine Expose	Sandy Amos	

The Truth About the Struggle for Progress: Prostit

by Yvonne Armenta

The truth is hard to find, but it is not impossible. There are many who do not bother to find the truth because it is too much of a challenge, but with the right resources the truth can be found. The truth is found by looking deeper into a topic of interest, coming up with a question about it, doing research and on the way evaluating the credibility of the sources. It is also important to find someone who disagrees, examine that counter claim and be open to change in opinions. There are many topics about which the truth can be difficult to find.

A topic that causes a lot of controversy but is rarely talked about is that of prostitution. When we think about the struggle that women have gone through in America, the question of whether or not real progress has been made with the way society treats women comes up. In the mid 1800's and early 1900's, women in the U.S. were struggling to be seen by society as equal. Before the 1900's women were denied essential rights that we now have today such as voting, property rights and not being allowed to gain an education past high school because no universities or colleges would accept women. Along with that, once women married, they were no longer counted as a human being; they were only represented by what their husbands were. As time passed however, a society controlled by men began to see the potential of women and how they could contribute to society. Women are now allowed to vote, they have property rights, and when they marry they have the choice of whether or not they want to take their husbands last name. Thanks to the hard work of women, modern day women have

essential part of society. Prostitution however shows us a dark side that many refuse to acknowledge. Over time we like to think that full progress has been made, but it is obvious that as the years have passed there has been some progress made with the way that society treats women, given the fact that there are more laws that protects them, but there is definitely no full progress that has come from all these years of struggle; women, specifically in the sex industry, are viewed as toys, being victims of harassment and discrimination by society everyday.

Women who work in the sex industry are being sexually harassed and discriminated against on a regular basis. An example is the case of Johanna Breyer; she is part of the San Francisco Task Force on Prostitution and a co-founding member of Exotic Dancers Alliance, and she believes that in the sex industry women are not getting paid what they are supposed to and that being harassed is one of the many problems they face. She goes on to say, "So women are continuing to pay to work and management is continuing to profit unfairly off the women who dance" (Breyer). Breyer has personally experienced this, "I was personally sexually harassed for three and a half years while I worked at a certain club in the city..." (Breyer). There have been many attempts at a solution to the problem of pay equity and sexual harassment, but as we can see these attempts have not worked. There are those who believe that if these women ever feel like they are being discriminated against or sexually harassed, that they file a complaint of some sort, but these women should not have to do that. If full progress had been made with the way women were viewed in a society, there would be no need for it. These women are not being taken seriously and society views them as sex toys who only serve one purpose, and they fail to see that they are humans as well.

The Truth About the Struggle for Progress: Prostitution vs. Women's Rights

by Yvonne Armenta

The truth is hard to find, but it is not impossible. There are many who do not bother to find the truth because it is too much of a challenge, but with the right resources the truth can be found. The truth is found by looking deeper into a topic of interest, coming up with a question about it, doing research and on the way evaluating the credibility of the sources. It is also important to find someone who disagrees, examine that counter claim and be open to change in opinions. There are many topics about which the truth can be difficult to find.

A topic that causes a lot of controversy but is rarely talked about is that of prostitution. When we think about the struggle that women have gone through in America, the question of whether or not real progress has been made with the way society treats women comes up. In the mid 1800's and early 1900's, women in the U.S. were struggling to be seen by society as equal. Before the 1900's women were denied

rights that allow them to be an essential part of society. Prostitution however shows us a dark side that many refuse to acknowledge. Over time we like to think that full progress has been made, but it is obvious that as the years have passed there has been some progress made with the way that society treats women, given the fact that there are more laws that protects them, but there is definitely no full progress that has come from all these years of struggle; women, specifically in the sex industry, are viewed as toys, being victims of harassment and discrimination by society everyday.

Women who work in the sex industry are being sexually harassed and discriminated against on a regular basis. An example is the case of Johanna Breyer; she is part of the San Francisco Task Force on Prostitution and a co-founding member of Exotic Dancers Alliance, and she believes that in the sex industry women are not getting paid what they are supposed to and that being harassed is one of the many problems they face. She goes on to say, "So women are continuing to pay to work and management is continuing to profit unfairly off the women who dance" (Breyer). Breyer

WORK CITED PAGE

Blaise, Vic St. "Issues for Male Sex Workers: Testimony." *Prostitution Issues: Prostitutes Education Network*. Web. 17 Nov. 2011. <http://www.bayswan.org/male.html>.

Breyer, Johanna. "San Francisco Task Force on Prostitution: Testimony-Johanna Breyer." *Prostitution Issues: Prostitutes Education Network*. Web. 17 Nov. 2011 <http://www.bayswan.org/testjb.html>.

"The Emma Goldman Papers Curriculum: St. Luis Post-Dispatch Interview with Goldman." *Berkeley Digital Library SunSITE*. St. Louis Post Dispatch. Web. 17 Nov. 2011. <http://sunsite.berkeley.edu/goldman/Curricula/WomensRights/interview.html>.

Hay, Jeremy. "Police Abuse of Prostitutes in San Francisco." *Prostitution Issues: Prostitutes Education Network*. Web. 17 Nov. 2011. <http://www.bayswan.org/jeremy1.html>.

Lockett, Gloria. "San Francisco Task Force on Prostitution: Testimony-Gloria Lockett." *Prostitution Issues: Prostitutes Education Network*. Web. 17 Nov. 2011. <http://www.bayswan.org/testgl.html>.

"Prostitution - Is Prostitution a Victimless Crime?" *Crime and Punishment Home Page*. Web. 17 Nov. 2011. <http://crime.about.com/od/prostitution/a/prostitution.htm>.

Issues: Prostitutes Education Network. Web. 17 Nov. 2011.

<http://www.bayswan.org/testgl.html>.

"Prostitution - Is Prostitution a Victimless Crime?" *Crime and Punishment Home Page*. Web. 17 Nov.

2011. <http://crime.about.com/od/prostitution/a/prostitution.htm>.

"Prostitution-Related Arrests - Prostitution - ProCon.org." *Prostitution ProCon.org -- Should Prostitution*

Be Legal? Web. 17 Nov. 2011.

<http://prostitution.procon.org/view.resource.php?resourceID=000120>.

Whitlock, Kiki. "San Francisco Task Force on Prostitution: Testimony-Kiki Whitlock." *Prostitution*

Issues: Prostitutes Education Network. Prostitution Task Force. Web. 17 Nov. 2011.

<http://www.bayswan.org/Testkw.html>.

"Woman's Right Law." *Lawyers, Attorneys, Law Firms □ Find Legal Information*. Web. 17 Nov. 2011.

<http://www.hg.org/women.html>.

"Women's Rights & Anti-Slavery." *Uncle Tom's Cabin & American Culture*. Web. 17 Nov. 2011.

<http://utc.iath.virginia.edu/abolitn/wmhp.html>.

"Women's Rights 1848-1920 :: American America History." *Free Essays, Term Papers, Research Paper,*

and Book Report. Web. 17 Nov. 2011. <http://www.123helpme.com/view.asp?id=23387>.

Task: Teacher work

PROJECT TRUTH

1. A **RESEARCH FOLDER** w/table of contents & research. (DUE 10/20!)
2. A proficient **RESEARCH PAPER** in MLA format, including...
   ...An informed **THESIS** answering the Essential Question.
   ...A **COUNTERARGUMENT** that you can prove as false with evidence.
   ...2 or more **VISUAL** representations of key comparisons or other data.
   ...All **SOURCES CITED**, and a **WORKS CITED PAGE** in MLA format.
3. A thoughtful **REFLECTION**.
4. An in-class **PRESENTATION**, created from your outline.

The Point:

As social scientists, we strive to explain, analyze, and interpret social and political events, patterns, and issues. For example, how do Latinos, our largest and fastest growing minority nationality, actually affect the U.S. political system? How does a history of slavery still affect the U.S. today? Why does the U.S. have more people in prison than any other nation in the world?

There are WRONG answers to these questions!

Wrong answers to these type questions have led to horrible results for societies and global culture. If we consistently fail to understand what is real, we will consistently fail to understand cause and effect, what it takes for humanity to flourish, what causes unnecessary divisions, what battles are worth fighting, what needs to be changed, and how real change occurs. This is how human progress can be stifled, and societies can move in circles or stay static for hundreds of years: false diagnoses of problems, and/or what it takes to fix it.

1) **Why** call it "Social Science"?

2) **What** is the scientific method?

3) **Why** do we use the scientific method?
   3a. **Explain** what could happen if we look for truth without any method (think about subjectivity & perspective).
   3b. **Use examples** from some of the topics we have covered so far this year. What has happened when people seek truth without any method?

4) **What methods** of understanding are NOT scientific?

5) Are there any **questions that cannot be answered** through the scientific method? Explain.

Essential Question: What is truth? How do you find it?

PROJECT TRUTH

1. A **RESEARCH FOLDER** w/table of contents & research. (DUE 10/20!)
2. A proficient **RESEARCH PAPER** in MLA format, including...
   ...An informed **THESIS** answering the Essential Question.
   ...A **COUNTERARGUMENT** that you can prove as false with evidence.
   ...2 or more **VISUAL** representations of key comparisons or other data.
   ...All **SOURCES CITED**, and a **WORKS CITED PAGE** in MLA format.
3. A thoughtful **REFLECTION**.
4. An in-class **PRESENTATION**, created from your outline.

The Point:

As social scientists, we strive to explain, analyze, and interpret social and political events, patterns, and issues. For example, how do Latinos, our largest and fastest growing minority nationality, actually affect the U.S. political system? How does a history of slavery still affect the U.S. today? Why does the U.S. have more people in prison than any other nation in the world?

There are WRONG answers to these questions!

Wrong answers to these type questions have led to horrible results for societies and global culture. If we consistently fail to understand what is real, we will consistently fail to understand cause and effect, what it takes for humanity to flourish, what causes unnecessary divisions, what battles are worth fighting, what needs to be changed, and how real change occurs. This is how human progress can be stifled, and societies can move in circles or stay static for hundreds of years: false diagnoses of problems, and/or what it takes to fix it.

Performance Assessment Planning Template

A **performance assessment** is a form of assessment that requires students to demonstrate what they can do; that they apply the skills of a discipline (i.e., enact the work of historians, scientists, writers, mathematicians, artists, etc.), not just show what they know.

A complete performance assessment has three parts:
1) Pre-determined outcomes
2) A task (product or performance) through which students can demonstrate what they know and can do
3) Criteria that describe what meeting the outcomes looks like

Performance Assessment Title: Project Truth

which is part of **Project Title:** Exhibition on a case study: Bayview / Hunter's Point (if applicable)

Grade level(s):	11th	Duration:	4 weeks
Discipline(s):	U.S. History	Authors:	Suzanne Malek

The Outcomes

1. Skills / Standards To Be Measured
What is the targeted skill or skills that student and teacher are working together to develop and assess?
Derived from content standards, Common Core standards, 21st Century skills, and/or stated course or school outcomes.
Include a rationale: Why are these outcomes important?
Historical Inquiry (all domains): Inquiry, Thesis, Evidence, Analysis, Organization, Conventions. Master Researcher: I can rigorously seek out and examine primary and secondary sources, using a variety of tools and strategies. Critical Thinking: I can form an opinion on the nature of truth and reflect on methods of understanding. I can change my mind through analysis of evidence from the real world. (Hypothesis > Thesis) U.S. History: By student choice (see task topic selection).

1a. Learning Targets	
Next, translate what you put into Box 1 into the student-friendly language known as learning targets: "I can" statements that are clear and measurable.	
Long Term Add rows as needed (but not too many; less is more)	**Supporting** Break down the long term target to manageable chunks of learning; think at the level of the lesson plan.
I can . . .	Conduct rigorous research, using a range of tools & strategies.
I will be able to rigorously research: apply the scientific method to test	Use evidence to form conclusions (thesis).
and answer a question I have about society. I will be able to assert my	Write a formal research paper, documenting all sources cited.
conclusion with certitude, backed by evidence, analysis, and method.	Analyze and reflect on method / process.

Example Outcomes

Master Researcher: I can rigorously seek out and examine primary and secondary sources, using a variety of tools and strategies.

Critical Thinker:
- I can form an opinion on the nature of truth and reflect on methods of understanding.
- I can change my mind through analysis of evidence from the real world.
(Hypothesis > Thesis)

Learning Target

I can rigorously research:
apply the scientific method to test and answer
a question you have about society. I will be
able to assert my conclusion with certitude,
backed by *evidence, analysis, and method.*

Supporting Learning Targets

Conduct rigorous research, using a range of tools & strategies.

Use evidence to form conclusions (thesis).

Write a formal research paper, documenting all sources cited.

Analyze and reflect on method / process.

What made Yvonne's defense possible?

Performance assessment system!

Everything is backwards planned.
- Teachers: RICA + BASIX + reflection
- Students: College, career, life success

All learning is demonstrated & defended.

Know

How does teaching & learning shift in a performance assessment system?

competencies vs. coverage
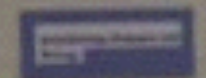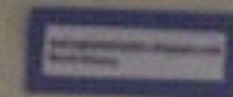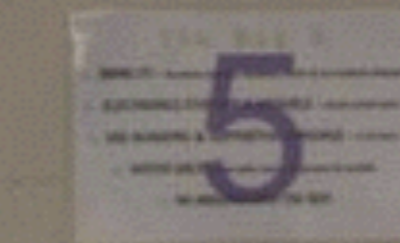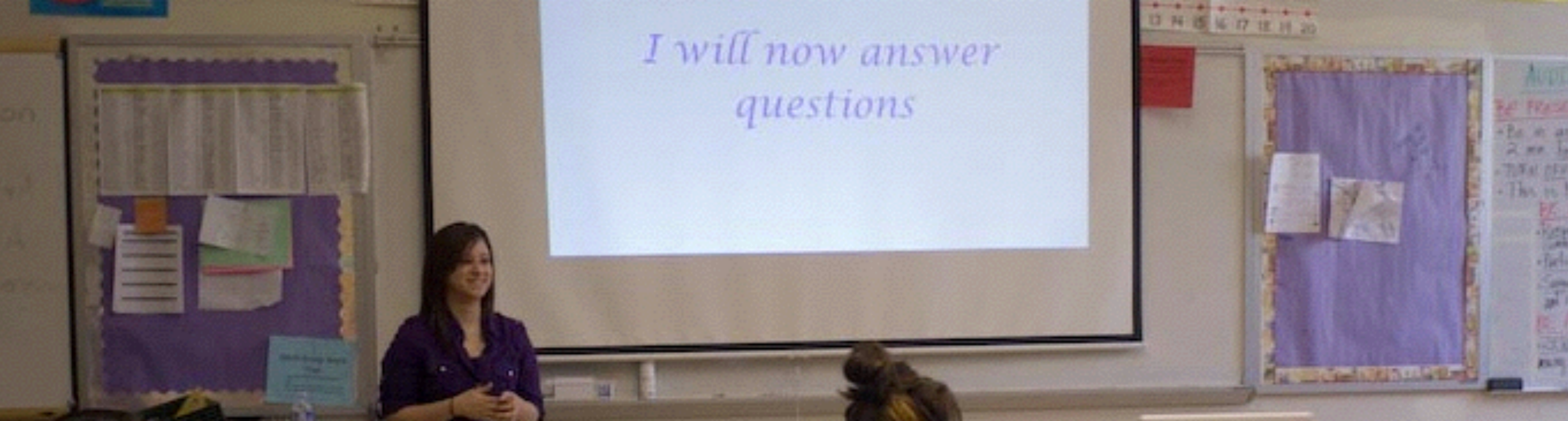
demonstration vs. regurgitation

revision for quality

vs. single attempts

collaboration vs. isolation

Our Learning Target

▷ I can design a **quality performance assessment.**

Our Product
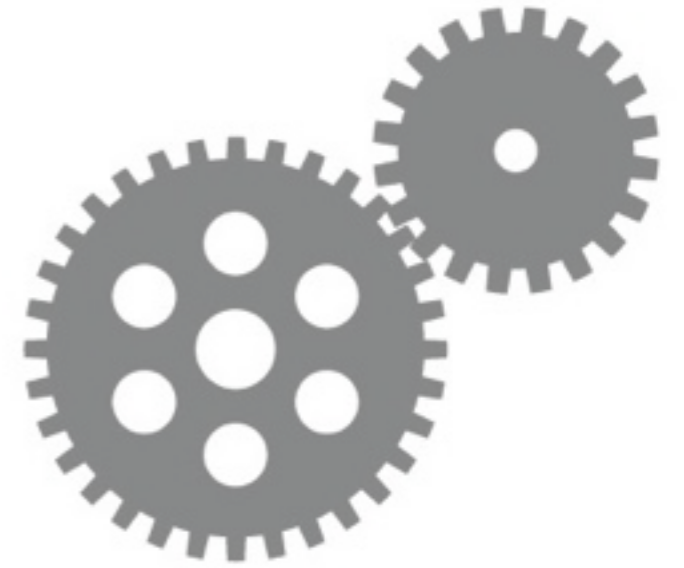
▷ I can design a **quality performance assessment.**

- **RICA** *partially aligned*

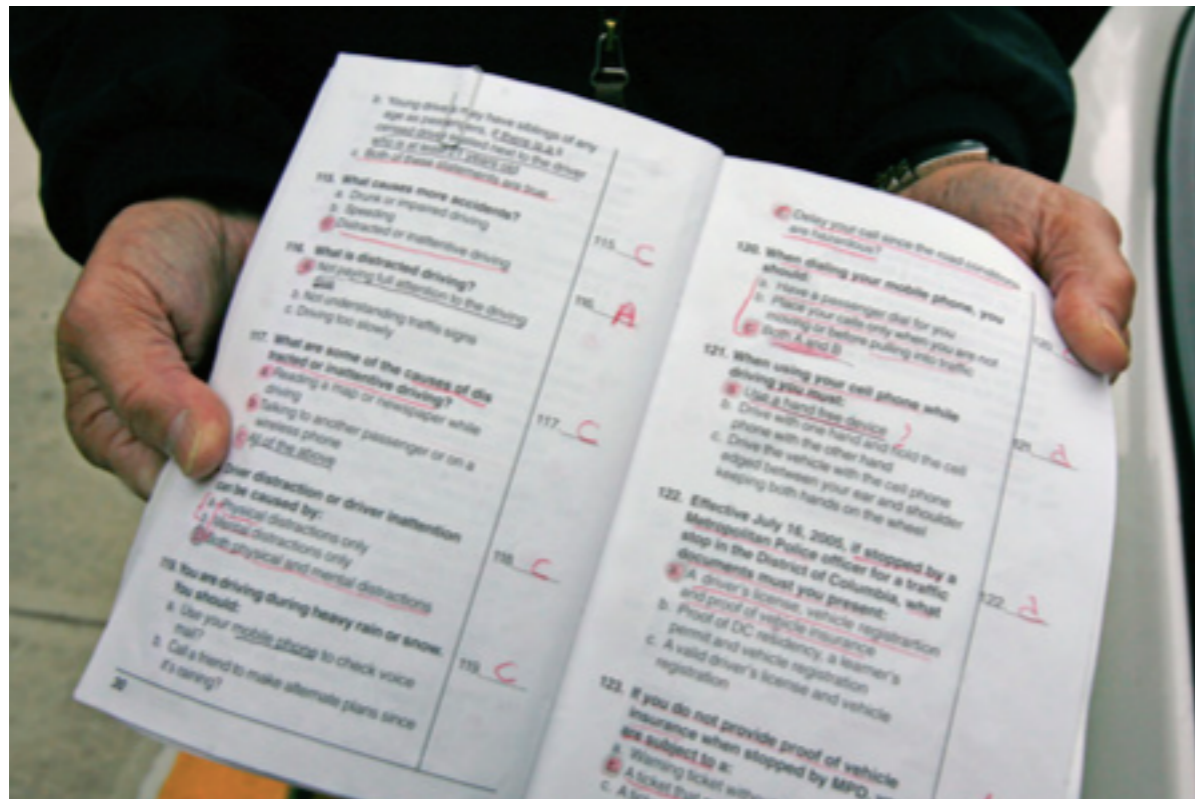- **BASIX x 2**

- **Other Content Standards**

Do

Know

Reflect

Know

What is "performance assessment"?

Permit Exam   vs.   Driver's Test

a multiple-choice
math quiz

PA, or not a PA? . . .

a lab report

PA, or not a PA? . . .

a job interview

PA, or not a PA? . . .

music audition

PA, or not a PA? . . .

a book report on
Guns, Germs, and Steel

PA, or not a PA? . . .

research paper on ancient Greek drama

PA, or not a PA? . . .

student-written &
performed tragedy
in Greek style

PA, or not a PA? . . .

- math quiz
- music audition
- a job interview
- a lab report
- book report on *Gun, Germs, & Steel*

- research paper on ancient Greek drama
- student-written & performed tragedy in Greek style

a job interview

⬇

I can do this job.

Long-Term Learning Target	Task
I can do this job.	job interview
I can design a scientific experiment.	a lab report
I can analyze primary historical sources.	a book report on *Guns, Germs, and Steel*
I understand what defines ancient Greek tragedy.	research paper on ancient Greek drama
I understand what defines ancient Greek tragedy.	student-written & performed tragedy in ancient Greek style

PA, or not a PA? . . .

a job interview

⬇

I can do this job.

a job interview

⬇
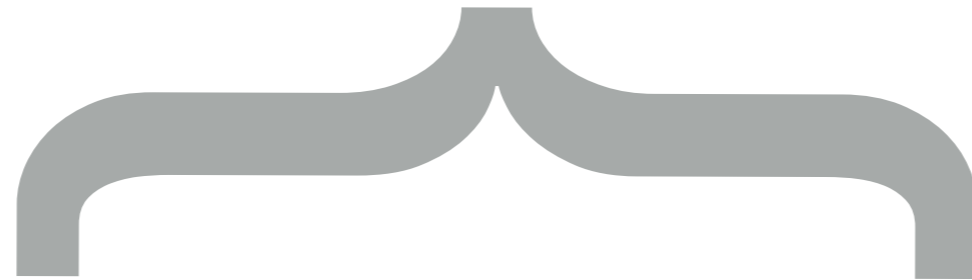
I can interview well.

performance assessment: a baseline definition

- product or performance
- application of <u>targeted</u> skill(s)

lunch break

12:30 pm

Browse the PAs on tiny.cc/PAdesign.

Do

Until 1:10 pm
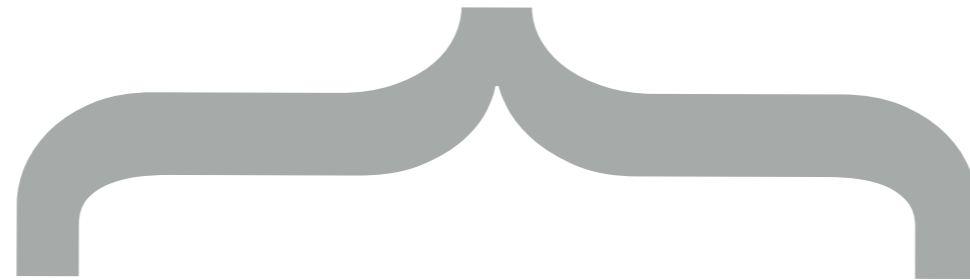
"What I already do . . ."

Describe a current practice or assignment, using the 3 parts of performance assessment.

1. target

2. task

3. how you measure success

Practice on a napkin:
Design some performance assessments that align with a learning target.

Do

1. Pick an important skill in your course.

2. Frame it as an "I can" statement.

3. Sketch out three different performance assessments that would measure your intended outcome.

I can revise writing.

1. Review the comments you received on your paper; resubmit a revised draft that addresses those comments.

2. Take this sloppy passage; make it 25% shorter without losing any meaning.

3. Save at least three versions of a paper between first and final draft; write a one-page reflection on how the differences between drafts demonstrate your two or more of the revision techniques we've studied.

Design a performance assessment that aligns with your target.

Do

Performance Assessment Planning Template

A performance assessment is a form of assessment that requires students to demonstrate what they can do; that they apply the skills of a discipline (i.e., enact the work of historians, scientists, writers, mathematicians, artists, etc.), not just show what they know.

A complete performance assessment has three parts:
1) Pre-determined outcomes
2) A task (product or performance) through which students can demonstrate what they know and can do
3) Criteria that describe what meeting the outcomes looks like

Performance Assessment Title: _____

which is part of **Project Title:** _____ (if applicable)

Grade level(s):		Duration:	
Discipline(s):		Authors:	

The Outcomes

1. Skills / Standards To Be Measured
What is the targeted skill or skills that student and teacher are working together to develop and assess?
Derived from content standards, Common Core standards, 21st Century skills, and/or stated course or school outcomes.
Include a rationale: Why are these outcomes important?

1a. Learning Targets	
Next, translate what you put into Box 1 into the student-friendly language known as learning targets: "I can" statements that are clear and measurable.	
Long Term Add rows as needed (but not too many; less is more)	**Supporting** Break down the long term target to manageable chunks of learning; think at the level of the lesson plan.
I can . . .	

The Outcomes

1. Skills / Standards To Be Measured

research
Rubric

inquiry
Rubric

creative expression
Rubric

analysis
Rubric

INITIATING THE INQUIRY

What is the evidence that the student can formulate questions and models that can be explored by scientific investigations as well as articulate testable hypothesis?

SCORING DOMAIN	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED
ASKING QUESTIONS	• Formulates a **general** scientific question • Provides **limited or irrelevant** content information		• Formulates a **specific** scientific question • Provides **general** content information that is related to the question		• Formulates a specific and **empirically testable** scientific question • Provides **specific and relevant** content information **to lend support for the question**		• Formulates a specific, testable, and **challenging** scientific question • Provides specific and relevant content information to provide **insight into the inquiry**
DEVELOPING AND USING MODELS	• Drawings, diagrams, or models relevant to the investigation includes **major conceptual or factual errors**, or are **missing** • Discussion on limitations or precision of model as a representation of the system or process is **flawed or missing**		• Constructs **generally accurate** drawings, diagrams, or models to represent the process or system to be investigated • **Makes note** of limitations or precision of model as a representation of the system or process		• Constructs **accurate** drawings, diagrams, or models to represent the process or system to be investigated • **Explains** limitations and precision of model as a representation of the system or process		• Constructs accurate and **precise** drawings, diagrams, or models to represent the process or system to be investigated and **provides an explanation of the representation** • Explains limitations and precision of model as a representation of the system or process and **discusses how the model might be improved**
STATING A HYPOTHESIS	• Articulates a prediction that has **limited relationship** to the question under investigation		• Articulates a relevant prediction of the expected results, but **variables are unclearly stated**		• Articulates a hypothesis about the investigated question, with a **basic and accurate description of the variables** ("if.. then…")		• Articulates a hypothesis about the investigated question, with accurate and **specific explanation of the relationship between variables** ("if.. then…because")

Envision Schools College Success Portfolio Performance Assessment: *SCIENTIFIC INQUIRY - DRAFT*

Bryan Adams long-term targets inside

INITIATING THE INQUIRY

What is the evidence that the student can formulate questions and models that can be explored by scientific investigation a testable hypothesis?

| SCORING DOMAIN	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED
ASKING QUESTIONS	• Formulates a **general** scientific question • Provides **limited or irrelevant** content information		• Formulates a **specific** scientific question • Provides **general** content information that is related to the question		• Formulates a specific and **empirically testable** scientific question • Provides **specific and relevant** content information **to lend support for the question**		• Formulates a specific, testable, and **challenging** scientific question • Provides specific and relevant content information to provide **insight into the inquiry**
DEVELOPING AND USING MODELS	• Drawings, diagrams, or models relevant to the investigation includes **major conceptual or factual errors**, or are **missing** • Discussion on limitations or precision of model as a representation of the system or process is **flawed or missing**		• Constructs **generally accurate** drawings, diagrams, or models to represent the process or system to be investigated • **Makes note** of limitations or precision of model as a representation of the system or process		• Constructs **accurate** drawings, diagrams, or models to represent the process or system to be investigated • **Explains** limitations and precision of model as a representation of the system or process		• Constructs accurate and **precise** drawings, diagrams, or models to represent the process or system to be investigated and **provides an explanation of the representation** • Explains limitations and precision of model as a representation of the system or process and **discusses how the model might be improved**
STATING A HYPOTHESIS	• Articulates a prediction that has **limited relationship** to the question under investigation		• Articulates a relevant prediction of the expected results, but **variables are unclearly stated**		• Articulates a hypothesis about the investigated question, with a **basic and accurate description of the variables** ("if.. then…")		• Articulates a hypothesis about the investigated question, with accurate and **specific explanation of the relationship between variables** ("if.. then…because")

INITIATING THE INQUIRY

What is the evidence that the student can formulate questions and models that can be explored by scientific investigations as well as articulate a testable hypothesis?

SCORING DOMAIN	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED
ASKING QUESTIONS	• Formulates a **general** scientific question • Provides **limited or irrelevant** content information		• Formulates a **specific** scientific question • Provides **general** content		• Formulates a specific and **empirically testable** scientific question • Provides **specific and** relevant content information		• Formulates a specific, testable, and **challenging** scientific question • Provides specific and relevant content information to provide **insight into the inquiry**
DEVELOPING AND USING MODELS	• Drawings, diagr... models relevan... investigation... **major con...** **factual er...** **missing** • Discussio... or precisio... a repres... sy...						• Constructs accurate and **precise** drawings, diagrams, or models to represent the process or system to be investigated and **provides an explanation of the representation** • Explains limitations and precision of model as a representation of the system or process and **discusses how the model might be improved**
STATING A HYPOTHESIS	• Articulates a prediction that has **limited relationship** to the question under investigation		unclearly stated		hypothesis about ...stigated question, with a **basic and accurate description of the variables** ("if.. then…")		• Articulates a hypothesis about the investigated question, with accurate and **specific explanation of the relationship between variables** ("if.. then…because")

I can formulate a testable hypothesis.

The Task

2. Prompt – What are students asked to do?
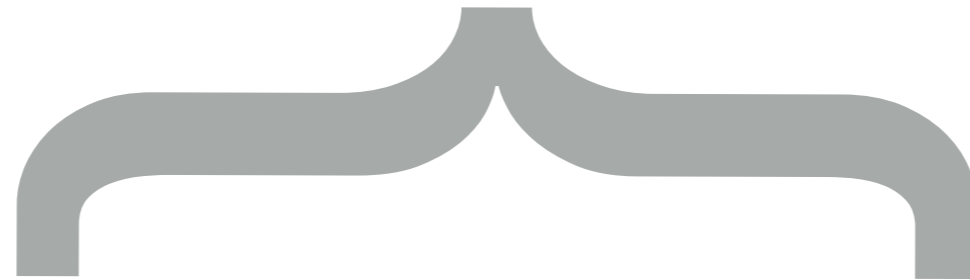
Test of a true performance assessment . . .
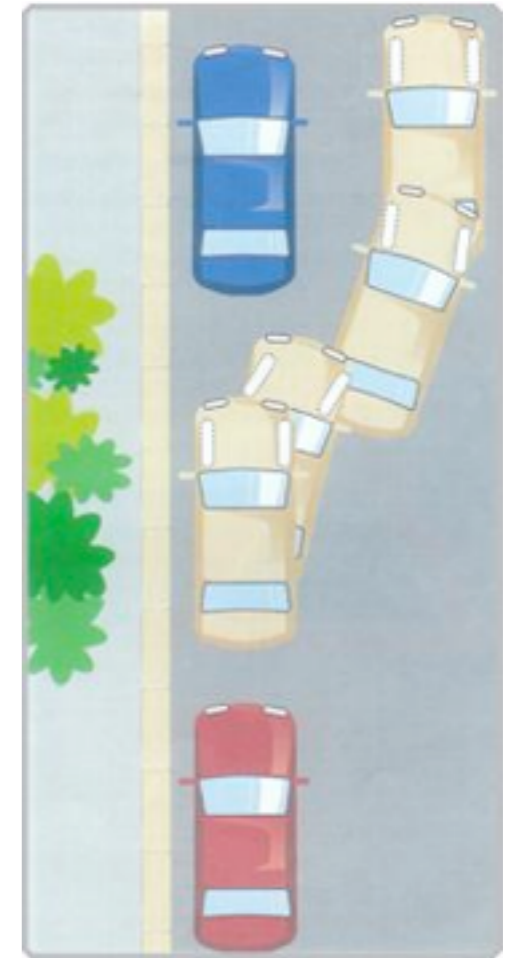
before   **during**   **after**

testing your PA alignment

1. Turn your learning targets into questions:
   Can the student …?

2. Ask: Will my task will provide sufficient evidence to answer that question?

examples of "mis-matches"

ELA	I can argue.	literary analysis
Science	I can apply the scientific method.	a "recipe" lab
History	I can synthesize sources & form a conclusion.	a book report on a biography of a historical figure
Math	I can apply a mathematical model.	extended problem set
World Language	I can have a basic conversaion in the target language.	performing a scripted skit

The Criteria for Success

3. Describe what success looks like
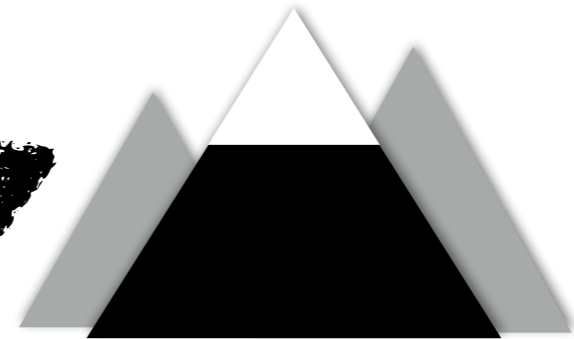
presenting your PA . . .

1. Present   *5 min*

2. Feedback   *3 min*

3. Switch

important themes of PA quality

Learning Target

- coherence
- clarity of purpose

Task

- focus
- authenticity