

*Training for the New Georgia Performance Standards
Day 3: Building a Performance Task*

Facilitator's Guide Social Studies 6-12

Description of Facilitator's Guide

This guide is designed to assist you in your redelivery of day three training. Each page consists of slides corresponding with those on the PowerPoint as well as bulleted notes of important points to make in your redelivery. You are encouraged to make this presentation your own. The facilitator's guide is not scripted so that you can put things in your own words and choose what needs emphasis in your district. Where appropriate we have placed emphasis (in bold) on certain key phrases or statements that are important to the GPS rollout.

The facilitator's guide is divided into parts so that you can redeliver small segments of the training in the likely event you will not have a block of time sufficient to redeliver the training in its entirety. This guide will serve as a companion to the online training.

Table of Contents

Description of Facilitator's Guide	1
Table of Contents	1
Part I – Developing Performance Tasks	2
Part II – Writing rubrics to evaluate tasks	24
Task/Activity Quiz	34
State Curriculum Template (Task page)	36
Performance Planning Chart	37
Rubric Template/Layout	38
Task/Rubric Checklist	39
Sample World History Task with corresponding standards	40
Sample American Government Task	44
Task ideas	45



DESIGNING UNITS for SOCIAL STUDIES GPS

Day 3: Part I
Developing Performance
Tasks



Overview of Day 3

- Re-delivery discussion
- Conceptual Teaching
- Balanced Assessment Plan and Performance Task
- Write a Performance Task
- Write a rubric for the performance task

Key Points:

Emphasis of Day 3 is the development of a performance task and related rubrics. Performance Standards indicate what students should know, understand, and do. The performance task is one assessment way for students to demonstrate what they know, can do, and understand.

Group Norms and Housekeeping

Group Norms:

- Ask questions
 - When they occur
 - Are no dumb questions
- Work toward solutions
 - Generally there are no right answers
 - There is no state list of concepts, tasks, or correct units
- Honor confidentiality
 - Discussions remain in training room

Housekeeping:

- Parking Lot
 - Questions
 - Concerns
 - Needs
 - Use yellow stickies
- Phone calls
 - Please restrict to emergencies
- Rest rooms
 - Use as needed



Key Points:

Briefly review the group norms and housekeeping points.

Redelivery process?

- Group discussion
- Success stories?
- Troubleshooting?
- **Each group report:**
 - **1 thing you would do again**
 - **1 change you would make**

Key Points:

Provide time for participants to discuss in small groups how their redelivery has gone.

Not a gripe session, areas of concern should be met with constructive suggestions

After small group discussion, open floor to general discussion

Look for input on things that worked and didn't

Conceptual Teaching

- Use of concepts to help students understand and retain knowledge
- Concepts and Enduring Understandings provide links between units (tie content together) and grade levels
- Facts are used to support concepts, not an end in themselves

Key Points:

Review importance of relating what is being learned to the concepts
 Students need to see connection between the facts they are learning and the concepts/Enduring Understandings those facts support
 While students need to know what is in the standards, it is most important that they are able to see how the information contained in the standards supports the concepts/Enduring Understandings.
 Students should be able to explain how the standard and information being studied relates to and supports the concept(s)/Enduring Understandings.

Conceptual Teaching

- Beyond our borders
 - Wisconsin
 - Developing 3 understandings (global, economic, geographic)
 - Building concepts that cross all three
 - W. Va
 - Using Erickson's ideas & UbD
 - Just starting
 - Alabama
 - Beginning process
- Implemented
 - Greece, N. Y.
 - Willow Run School District, MI
 - McDuffie County, Ga
 - Wilkes County, Crisp County, Ga

Key Points:

This is just to let participants know that we are not the only ones moving in this direction. This information was shared at the 2006 Council of State Social Studies Supervisors meeting and in discussion at the 4th Congressional Conference on the Civics Mission to the Schools.

The Georgia systems listed have teachers who are practicing these ideas.

Performance Standards

- Provides students with opportunity to “do” social studies through performance tasks
- Students demonstrate understanding by using knowledge
- Active not passive learning
- Uses both student and teacher centered learning

Key Points

Objective of performance standards is for students to demonstrate understanding by using knowledge to perform a relevant and rigorous task.

The goal is to “do” social studies through performance tasks.

Standards contain the knowledge the student should have, and what they should be able to do with that knowledge.

In the classroom there should be both teacher and student centered learning.

RESEARCH

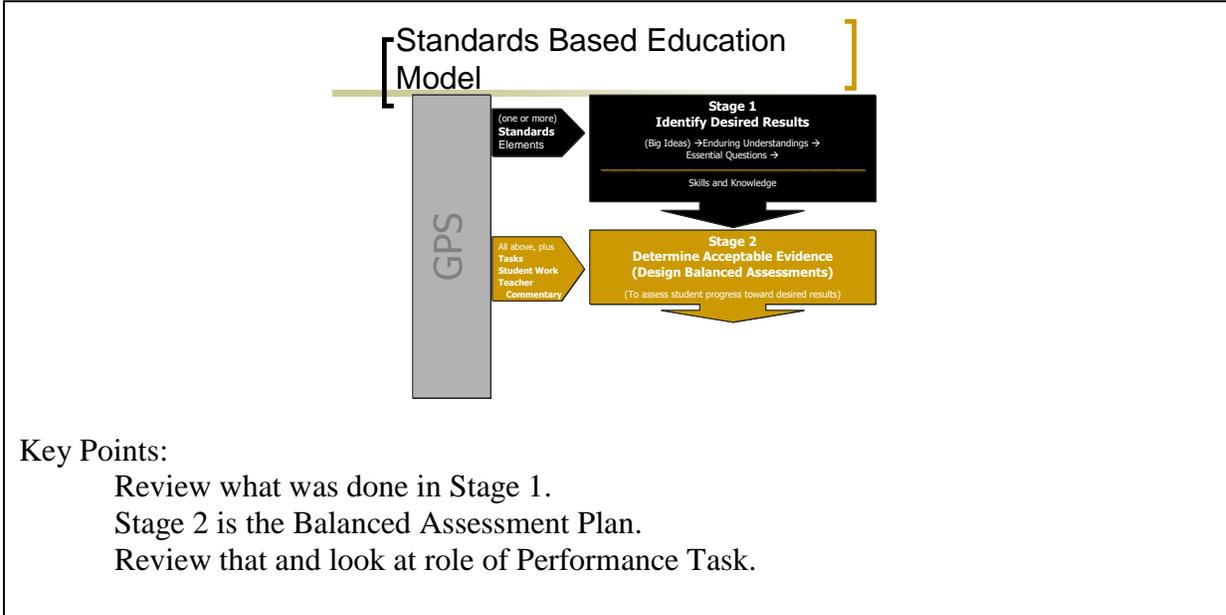
- Guthrie, et al (1998)
 - Combined reading strategies with science concepts
 - Study found significant improvements in reading AND conceptual transfer of content
- Yorks and Follo (1993)
 - Teaching around themes/concepts improved student engagement

RESEARCH

- Caron (2004)
 - Six teachers in a district switched from traditional model to “issue-based” model
 - All six teachers reported higher involvement and engagement from students.
 - 4 of the six reported noted improvement in achievement
 - Article also addresses the challenges of planning

Key Points

- Additional studies addressing various areas of conceptual teaching.
- Guthrie study makes interesting connection between reading and learning concepts. The two are mutually beneficial.
- Yorks study shows that students enjoy the thematic model because they feel like they have something to “do.”
- Caron study contains much practical and anecdotal information from teachers perspective



- Developing a Balanced Assessment Plan**
- Done in Stage 2 of unit planning
 - Helps focus student learning
 - Assessments should be used regularly throughout unit, not just at the end
 - Assessment should be varied
 - Formal and informal assessments
 - Formative and summative assessments
 - Performance tasks are one form of assessment
- Key Points:**
- Traditionally, teachers put little thought into their assessments ahead of time.
 - Planning assessment BEFORE instruction will help to focus the unit, lessons, and student learning.
 - Putting time into an effective assessment plan will also put more focus on varied assessments rather than relying on a major project or end of unit test.
 - The Performance Task is one of a variety of assessments, it does not replace other assessments. All are important. Key is what is best to assess this aspect of student learning.

[
Stage 2: Determine Appropriate Assessments
]

Grade Level/Subject: _____ Unit One Focus: _____

Informal Observation	Dialogue and Discussion	Selected Response	Constructed Response	Self-Assessment

Performance Tasks For Unit _____

Task 1:

Differentiation, modifications and/or accommodations: *(Day 5 topic)*

Map and Globe Skills:	Information Processing Skills:
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Key Points:

- Template showing where Performance Task should be written.
- Note that performance task should include differentiation and applicable skills.
- Differentiation will be discussed on day 5 (07-08 school year).

[
Performance Tasks & Why
]

- If knowledge is going to be retained and understood, then students must use it in a demonstration of complex performance (Cain & Cain, 1991)
- Lower-level recall does not require that students internalize knowledge to the point of being able to use it in complex performance (Erickson, 2002)

Key Points:

- Brain-based research demonstrates that students must be actively involved in their learning if they are to retain the information.
- Greater the involvement greater the retention.
- Problem, students learn material for a test, using study guides, pop quizzes, and end-of-chapter reviews. But a week later most don’t remember a thing. The students learn discrete facts for a specific test, but never apply the knowledge. Performance tasks provide opportunity to use knowledge and skills in meaningful ways.

[Role of Performance Task]

- Provide students with opportunity to actively demonstrate understanding of concepts, Enduring Understandings, and content in standards and elements
- Provides one source for evaluating student understanding.

Key Points:

The goal of performance standards is the performance task where the student demonstrates their understanding of the standard and concepts/Enduring Understandings

Helping students be able to demonstrate understanding is the focus of instruction

Not teaching the answer, but teaching the information and skills needed to demonstrate understanding.

What we will do in Day 4, figure out how to do this.

[What is a performance task?]

- Wiggins & McTighe (1998): “a complex assessment challenge that requires the use of one’s knowledge and skill to effectively perform or create a product to reveal one’s understanding or proficiency.”

Key Points:

Complex assessment: this involves use of factual information as well as higher level Bloom’s thinking processes.

Does not limit performance task to single type.

Provides for task to be performance or product.

What is a performance task?

- Erickson (2001, 2002, 2007)
 - Combines content and skills into a format that shows what students know and can do with what they know
 - Tasks take knowledge to a “doing” level
 - May be authentic, but are not always so
 - Authentic: based on meaningful performances that are drawn from real-world contexts
 - Involve complex thinking processes
 - Assessing one or more EU's addressed

Key Points:

Erickson emphasizes the combination of content and skills.

Skills are used to demonstrate understanding of the content

Enduring understandings provide the background for the demonstration.

Must take performance beyond the activity level and involve complex thinking processes.

Marketing Principles

- MKT-MP-2 & SSEMI3 (& SSCG18)
- Performance Task:
 - Conduct a roundtable discussion entitled: "Mega-Mart" The premise: Mega-mart is opening in a city that previously only had small, independently owned "mom and pop" stores. There should be four groups at your discussion:
 - The Wal-Mart Planning Committee
 - The City Council
 - A group of citizens
 - Local Business owners

Nursing Essentials

- HS-NE-7 & SSCG15
- Performance Task:
 - As a result of the Nursing Home Reform Act of 1987 and reforms made during the Clinton administration Nursing homes are now held to a higher standard of care for their patients. Research a situation where a home has violated the NHRA of 1987. Conduct a mock hearing by the Department of Health and Human Services addressing the violation.

Agriscience

- **AG-BAS-3 & SSWG8**
- **Performance Task:**
 - The Farmland Protection Program (FPP) is a voluntary program that gives money to state and local governments to preserve land for agricultural use. The county commission is deciding whether or not to clear several hundred acres to make room for new shopping centers in your area. You have been asked to prepare a presentation for the county commission on why the land should be used for agricultural purposes. If you can convince them it is beneficial, they may get money from the FPP to subsidize the land.

Key Points:

Sample tasks that were developed in conjunction with CTAE.

Note how tasks are not simply "recall" information. All three require research and application of numerous standards, elements, and skills.

Activities and Performance Tasks

- Activity is two dimensional
 - Know and do
 - Know: knowledge in standards and elements
 - Do: recite facts from standards and elements
 - Does not ask students to understand

Activities and Performance Tasks

- Performance Task is three dimensional
 - Know, understand, and do
 - Know, the knowledge in the standards and elements
 - Understand, use knowledge from standards and elements to explain Enduring Understanding
 - Do, the performance task in which students use complex processes to demonstrate understanding of the EU using the information in the standards and elements at a minimum.

Key Points:

Need to explain the difference between an activity and a task

The activity only asks students to know and do, does not assess for understanding

Explain that understanding is the ability to use information in a real world setting

Will discuss this under rigor and relevance

Activity versus Task

- Take the Activity versus Task quiz developed by H. Lynn Erickson, on your own.
- Once all members of your group have completed the quiz, discuss your answers and why.
- Large group discussion.
- PAGE 34 in FG

Key Points:

Have participants complete the quiz on their own first. As part of the activity they should list a reason for their decision about each case

Have each group discuss their answers and arrive a consensus answer, with a reason.

Conduct a large group discussion about each item. Discuss why each is either an activity or a task

Goal is to develop an understanding of the 3 dimensional aspect of the task as related to the 3 dimensional aspect of conceptual teaching with performance standards.

Performance Planning Chart

- Developed by Lael Williams, from Edmonds, WA, cited in Erickson, 2007.
- Know: from the standards and elements
- Understand: Enduring Understanding
- Do: skills matrix and standards
- Student performance: the task

Key Points:

Taken from work by Erickson and used with her permission
Shows the relationship between the 3 dimensions of conceptual teaching and the resulting performance task.

Performance Planning Chart

used with permission (Lael Williams & H. Lynn Erickson)

KNOW	UNDERSTAND	DO	PERFORMANCE	DIFFERENTIATION
... causes of the American Revolution	...perspectives based on strongly held beliefs and values can lead to conflict and/or revolution	Research and use primary and secondary source documents to support a position Debate a position using effective debating skills	Select your role as Tory or Patriot. Prepare to debate your position by researching primary and secondary materials. Support your position with reasoned arguments based on your character's values and beliefs	Provide source documents at appropriate reading level. Highlight causes of American Rev. Debate a. Oral presentation of either position to your friends telling why you support your position. b. Draw picture or cartoon illustration a Tory or Patriot position.

Key Points:

Review each aspect of the chart.
Note how they flow logically from one to the other
We will discuss differentiation next year in Day 5
Detailed chart in the Facilitator’s Guide and Participant’s Guide

Things to keep in mind

- **G**: Goal of the task
- **R**: Role of student in task
- **A**: Audience: for whom is this task being developed
- **S**: Situation (Rigor and relevance)
- **P**: Product, performance to be developed
- **S**: Standards for success (Rubric)

Key Points:

(taken from Wiggins and McTighe (2004))

6 things to remember when writing a task.

These things should be clear to the student when reading the task.

Briefly discuss each item.

We will talk about Situation shortly with regard to rigor and relevance.

Later we will talk about the last S, standards, when we talk about developing rubrics.

Rigor and Relevance

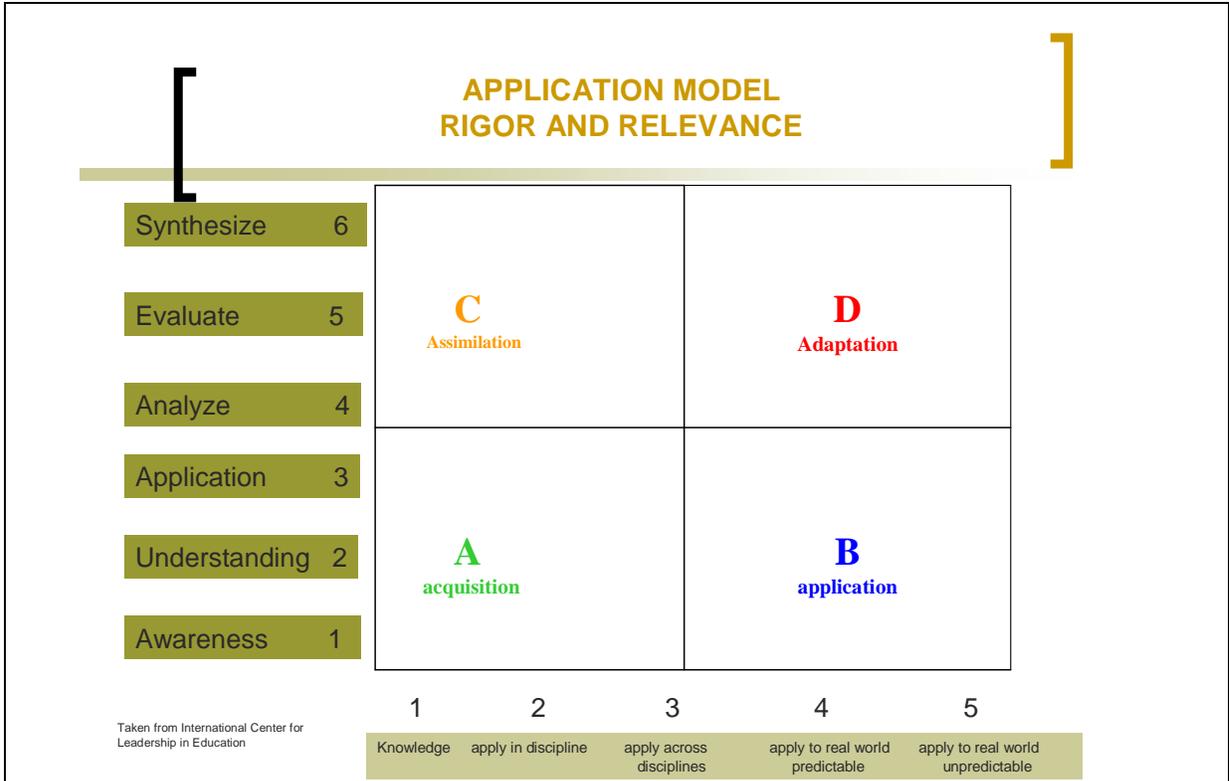
- Developed by International Center for Leadership in Education
- Uses Bloom and relevance
- Goal is high level of Bloom and high level of relevance
- Way to make academic content relevant to student

Key Points:

Make sure to credit the ICLE for this model.

This is the goal for all tasks and teaching.

It provides a way to make academic content relevant to all students.



Key Points

The goal is to teach and develop tasks that move in the Quadrant D

There are times that we must use the other quadrants

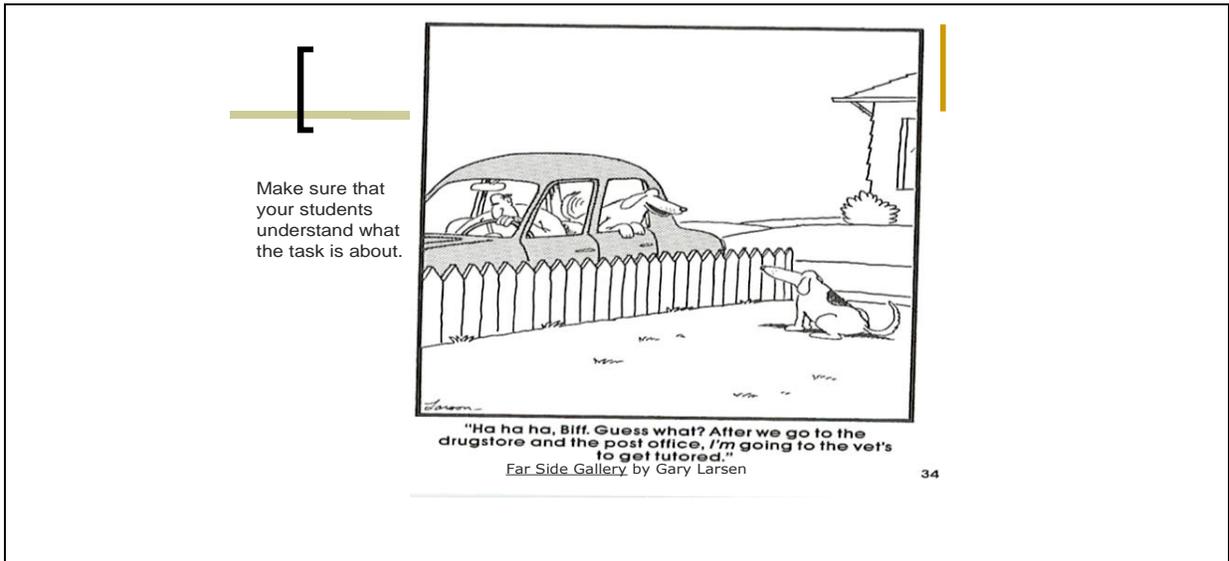
Review each aspect of the chart, especially the relevance axis (X)

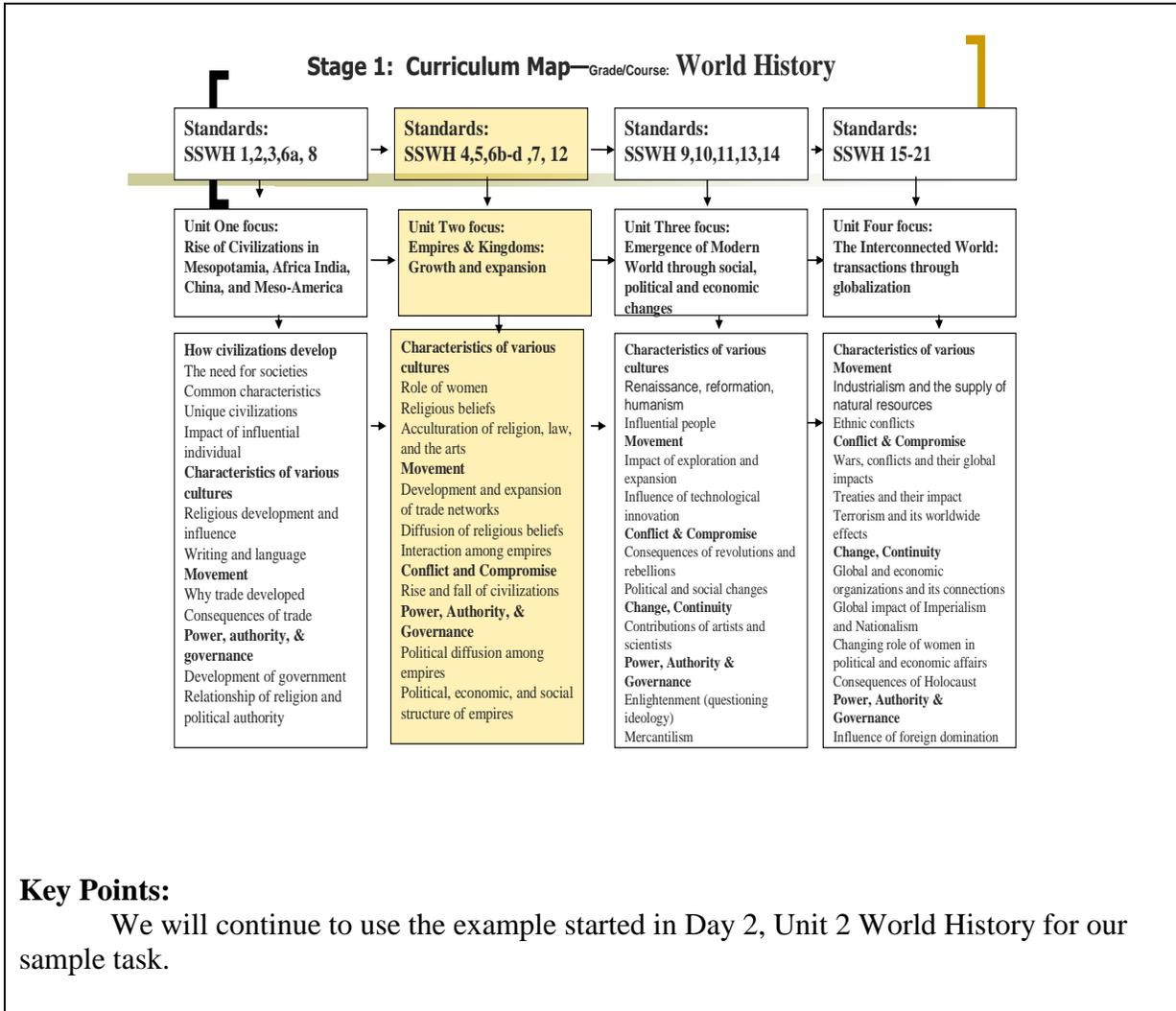
Question “What is relevance?”

Goal is real world, but real world today, or during a historical time

In many course, we need to define real world as relevant to today

In some history it will be relevant and realistic to the time.





Key Points:

We will continue to use the example started in Day 2, Unit 2 World History for our sample task.

Enduring Understanding Example World History Unit 2

- Students will understand that movement of ideas, people, and culture have both positive and negative impacts on the development of societies.
- Content from standards related to concept of movement
 - Trade networks
 - Crusades
 - Diffusion of religious ideas
- Performance task for this EU should deal with impact of these things on the societies involved and, if possible, connect to the world today.

Key Points:

The EU asks students to understand the impact of cultural diffusion through movement of ideas, people, and culture.

In the unit there are 3 different ways this cultural interaction occurs, trade, Crusades and spread of religious ideas.

The task, as a culminating task, should provide the students with the opportunity to demonstrate how this occurs and if possible, relate it to the same phenomena today.

Task idea

- Defending importance of global education to corporation's philanthropic division who has a grant request for new global education program
- Need to explain historically how cultural diffusion through movement has affected cultural development of all societies involved
- Prepare presentation for Board to explain the impact of trade during this period and show how related to trade today (similarities of today)
- Enduring Understanding relates movement and cultural diffusion with impact of trade during the Middle Ages.

Key Points:

This is NOT a finished task, but an idea to develop into a task

This is where the task starts.

Discuss idea behind this task. (you may wish to substitute your own task related to what you are developing in your system or specific to the grade level you are facilitating.)

G.R.A.S.P.S

- Goal: understand impact of movement
- Role: presenter
- Audience: corporate board
- Situation: explain why the board should give a grant for teaching impact of cultural interaction
- Product: PowerPoint, presentation, paper:
- Standard(Rubric): (This afternoon)

Key Points:

Goal: understand impact of movement on cultural development

Role: the expert making a presentation

Audience: Business people deciding to make a gift of money to a plan to educate students about the world around them

Situation: a request to a philanthropic foundation to provide a grant to establish a program to teach students about the impact cultural contact has on each culture. You need to show through history how such contact has changed the cultures involved. In this case use examples from the unit, trade and the impact on various cultures. Compare that with impacts you are aware of from today, such as Rock Music and Asian culture, or items discussed in Tom Friedman's book. (I would have assigned some reading from this)

Product: PowerPoint, paper,

Standards (rubric) we will develop the rubric as part of Day 3 (afternoon)

Skills Incorporated

- What skills should a student use to complete this task?
- Include all skills that apply.
- Map and Globe
 - 7, 8, 12
- Information Processing
 - 6, 8, 11, 12, 15

Key Points:

Use the skill matrices to discuss what skills are used

Remind participants that they are to include skills with their performance task.

The rubric should address this to some degree

In the state task writing rubric this is representations.

What this task does

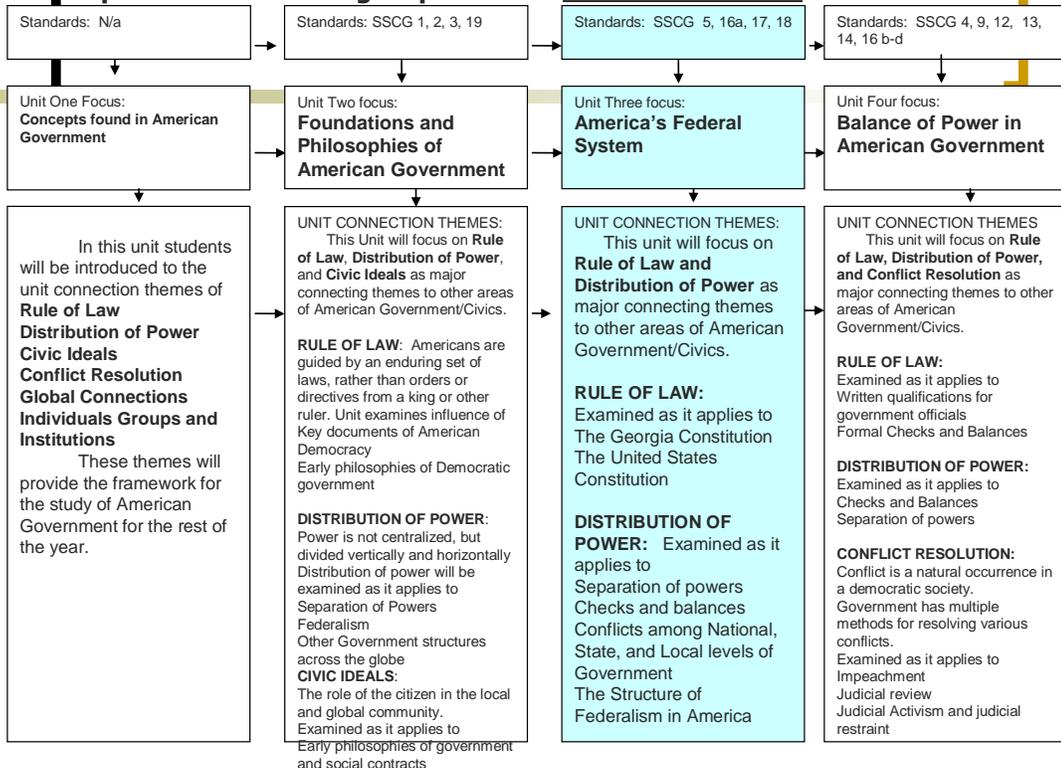
- Reflects understanding of time period
- Understanding of factors affecting cultural diffusion and its impact
- Helps student understand the impact on modern life
- Ties historical events to modern impacts
- Accelerates, requires looking ahead (Thompson, Learning Focused)
- Need research on modern to see impact
- Could also be time, change, and continuity

Key Points:

Review things this task can help you assess
 Understanding of time period, cultural diffusion, movement’s impact, and the idea of time, change and continuity
 Accelerates by having them look ahead at other impacts
 Research skills

Step A: Course Planning Map

Grade/Course: **AMERICAN GOVERNMENT/CIVICS**



Key Points:

The next sample task comes from the Federalism unit used in Day 2.

Enduring Understanding Example Am. Government Unit 3

- **Students will understand that distribution of power in government is a result of existing documents and laws combined with contemporary values and beliefs.**
 - US, GA Constitutions and their interpretations
 - Jurisdiction of state and federal courts
 - Relationship of national/state and state/local

Key Points:

The EU asks students to understand how power is divided in government. In the unit there are multiple examples. SOME include constitutions, jurisdiction of courts, the relationship between levels, and the on-going debate regarding balance of power. The task should provide the students with the opportunity to demonstrate examples supporting the EU. They should also take this a step further and develop their own opinions.

Task idea

- Create a museum exhibit relating to Federalism.
- Need to explain various aspects of distribution of power from an experts point of view.
- Prepare display and a “grand opening” presentation where the media will be present with questions
- Enduring Understanding relates distribution of power to existing documents, laws and values/beliefs.

Key Points:

This is NOT a finished task, but an idea to develop into a task (Finished task is on page 40)

Brainstorm ideas for tasks so that you have a better idea of what you are looking for!

G.R.A.S.P.S

- Goal: understand distribution of power in America
- Role: designer of museum display/PR
- Audience: interested citizens/media
- Situation: defend museum display
- Product: 3-D model, plaque, presentation, paper
- Standard(Rubric): (Discussed this afternoon)

Key Points:

Goal: understand distribution of power in America (between levels of government)
 Role: 2 actually, the person designing the display AND the PR person presenting it
 Audience: citizens who visit the museum and the media who will question the exhibit
 Situation: You are creating a dynamic, 3-D display about federalism and you are explaining this to people. You need to show the various ways power is distributed AND explain contemporary beliefs that shape that distribution. Use terms and examples taken from lessons (court cases, current events, constitutional sections).
 Product: Task has multiple products, but all geared towards the same end.
 Standards (rubric) we will develop the rubric as part of Day 3 (afternoon)

Skills Incorporated

- What skills should a student use to complete this task?
- Include all skills that apply.
- Map and Globe
 - n/a
- Information Processing
 - 3, 6, 11, 14, 16

Key Points:

Note, this task does not employ any map and globe skills. Not every task must use skills from each category.

[What this task does]

- Requires broad look at federalism with specific supporting facts
- Uses the facts from the standard in a meaningful, creative way
- Forces students to defend a position in an unfamiliar environment
- Applies to MULTIPLE learning styles

Key Points:

To really do this task well, students will have to show a proficient level of understanding about federalism.

This task also addresses various learning styles as it has many components (visual, oral, written, interpersonal, intrapersonal, etc)

[Other points]

- IF YOU ASSESS CONCEPT(S) WITH A PERFORMANCE TASK IN ONE UNIT, YOU DO NOT WANT TO ASSESS THE SAME CONCEPT IN THE NEXT UNIT
- IT IS NOT NECESSARY TO ASSESS ALL CONCEPTS IN A GIVEN UNIT THROUGH PERFORMANCE TASKS

[Other points]

- PERFORMANCE TASKS ARE MORE THAN TAKING AN ACTIVITY, WRITING A RUBRIC, AND CALLING IT A PERFORMANCE TASK
- REALLY THINK ABOUT WHAT YOU ARE DOING

Key Points:

Review

- *“At the end of the Revolutionary War unit last year, I asked the students to create their own Declaration of Independence from their teacher. The students thoroughly enjoyed this chance to roast their teacher, declare their grievances, and rebel. However, this project did not give them a greater understanding of the forces behind the real Declaration of Independence, nor did it reinforce earlier lessons on the Revolutionary period. My performance assessments did not truly test student performance of the unit goals.”*
 - 10th grade teacher after implementing concept based unit and trying a “performance” task
 - Caron (2004)

Key point

- Like many other things in teaching, this will not be perfect the first time you do it! Learn from previous years and make it better!

[Write your own task]

- Using material developed either in Day 2 or locally develop a Performance Task for one unit
- In group, use Task Writing checklist
- Write task on chart paper and post
- Gallery walk, using Rubric, provide constructive comments on Performance Tasks.

Key Points:

This is the main activity of Day 3. Make sure participants have enough time to actually develop a solid idea for a task. They may not be able to actually complete the entire task, but should have a good outline and idea of what resources they will need to develop or find for the students to complete the task.

PART II: Introduction to Rubric development and use

DEVELOPING RUBRICS

OVERVIEW: Brief introduction to rubrics and how to write them.



DESIGNING UNITS
for
SOCIAL STUDIES GPS

Day 3: Part II
Writing Rubrics to evaluate
performance tasks



According to Grant Wiggins...

- “What is to be assessed must be clear and explicit to all students:
- NO MORE SURPRISES!
- ...rubrics must accompany all major assignments and assessments.”

Key Points:

Assessment is not a game of “I’ve got a secret.” Students should know what they will be assessed on and how they will be evaluated.

For performance assessments, rubrics provide the standards against which the students work will be evaluated.

How do we determine what is good enough? Well constructed rubrics guide both teachers and students in developing quality work and better evidence of understanding.

Scoring Guide for Whining			
Score	Purpose	Audience	Quality
6	<ul style="list-style-type: none"> The purpose of the whine is to get a group response. The target of the whine responds immediately to the full intention of the whine. The whine may have multiple purposes or targets. 	<ul style="list-style-type: none"> There is full audience participation. Your audience extends beyond the boundaries of the initial whine. 	<ul style="list-style-type: none"> The whine was seemingly endless, possibly carrying on for days. The pitch of the whine oscillated through the entire frequency range, beyond human hearing, causing neighborhood dogs to howl. Full volume, audible over a jet engine at full throttle.
5	<ul style="list-style-type: none"> The purpose of the whine is clear. There is a clear target of the whine. The goal of the whine is achieved. 	<ul style="list-style-type: none"> Everybody in the area noticed your whine. Many people participated in the whine. 	<ul style="list-style-type: none"> Duration of the whine is enough to engage audience. Pitch is high, like fingernails on a chalkboard. Whine is audible over classroom noise.
4	<ul style="list-style-type: none"> There is a purpose to the whine. The whine achieves its goal from the target through sympathy, guilt or frustration. 	<ul style="list-style-type: none"> Most of the people turned to hear your whine. Some people joined your whine. 	<ul style="list-style-type: none"> Whine lasts five seconds or more. The pitch of the whine varies. The whine can be heard over the teacher's voice.
3	<ul style="list-style-type: none"> There is a purpose to the whine, but it failed to achieve its goal. The whine may establish some sympathy for the whiner. 	<ul style="list-style-type: none"> Your whine was noticed by some people. One or two people joined your whine. 	<ul style="list-style-type: none"> The whine is heard but fades out. The pitch is flat and lifeless.
2	<ul style="list-style-type: none"> The whine doesn't seem to have a purpose. The whine gets little attention from the target. 	<ul style="list-style-type: none"> A few people joined your whine, but nobody really paid attention to it. 	<ul style="list-style-type: none"> The whine is barely audible.
1	<ul style="list-style-type: none"> There is no purpose of the whine. The whine is not directed at a target. 	<ul style="list-style-type: none"> Nobody noticed, nobody cared. 	<ul style="list-style-type: none"> The whine is little more than a whimper.

[A rubric]

- Shows levels of quality
- Communicates standards
- Tells students expectations for assessment task
- Includes dimensions (criteria), indicators and a rating scale.
- Is **NOT** a checklist (yes or no answers)

Key points:

Review items on slide. Emphasis on difference between check list and rubric.
 Check list simple is a list that you use to make sure you haven’t forgotten something
 Shopping list, what to take on vacation list
 Rubric deals with dimensions, or quality.
 Provides a set of standards of quality and how to evaluate that quality.
 Provides expectations.
 Has a rating scale.

[Advantages of Using a Rubric]

- Lowers students’ anxiety about what is expected of them
- Provides specific feedback about the quality of their work
- Provides a way to communicate expectations and progress
- Ensures all student work is judged by the same standard

[Advantages of Using a Rubric]

- Disengages the “halo” effect and its reverse
- Leads students toward quality work.
- Makes grading easier and less subjective

Key points:

Lead short discussion of the advantages of rubrics for assessment evidence
 Emphasize the importance to students in understanding what is expected
 Provides help for parents in understanding why their child received a certain grade.
 Halo effect: polite, quiet, behaves, etc, gets benefit of the doubt and can positively influence an evaluation, subjective. Or can create negative impression and reduce evaluation.

[Caution!]

- Pay attention that you are scoring the evidence of what you want the student to know and be able to do
- How good is good enough?
- Don’t get confused by criteria that sounds good but doesn’t match the goal.

Key Points:

Caution in developing a rubric. While it is nice to have a preformatted or already written rubric, make sure that the rubric actually addresses the performance task.

Rubric allows students to begin a performance assessment with the “end in mind.”

[EXAMPLE OF WRONG RUBRIC]

- Both members of group speak: ____/5
- 4 correct activities of your cabinet department: ____/10
- Visual demonstrating an activity of department: ____/5
- Presentation taken seriously/convincingly ____/5
- **TOTAL** ____/25

Key Points:

- Lead a discussion about what’s wrong with this rubric.
- Things to consider: How much speaking is enough? Will saying “Hello my name is...get you 5 points?” What quality should the visual be? If I have one do I get 5 points? What if I just print a picture and bring it in? How do you judge the last bullet? What’s the point of that bullet anyway?

Basic Rubric Template

Scale	→			
Criteria				
	Indicator	Indicator	Indicator	Indicator
	Indicator	Indicator	Indicator	Indicator
	Indicator	Indicator	Indicator	Indicator

Key Points:

- Three factors in constructing a rubric, *Criteria, Indicators, and Rating Scale*
- Criteria.* The knowledge, skills, and understandings to be assessed.
- Indicators:* the evidence used to judge the degree the criteria or dimensions are met.
- Rating Scale:* a value given to discriminate amongst the various levels of performance.

Good Teacher Rubric

	1 Needs Work	2 Improving	3 Meets Standard	4 Exceeds Standard
Content Knowledge	Can not complete student tasks. Reads content from book to students with no original examples. Can not apply content.	Struggles to provide limited examples/descriptions of content. Only relates to content on a superficial level.	Familiar with most content in curriculum. Provides several examples of application, relating content to various situations.	Comfortable with all content in curriculum. Rarely stumped by student questions. Provides numerous relevant examples.
Lesson Planning	Does not create original lesson plans. Critical content is missed due to poor course pacing. EUs are not targeted.	Lessons are original, but lack energy and creativity. Critical content is rushed due to poor course pacing. EUs are mentioned, but not central to lessons.	Lessons are original and creative, but lack diversity. Critical content is taught in a comfortable time frame. EUs are consistently referred back to.	Lessons are original, creative, and diverse. Course planning allows for teaching beyond critical content. Lessons are driven by and focused on EUs.
Instructional Strategies	Uses one or two strategies over and over. Uses 2 or 3 different types assessments exclusively.	Uses same 3 or 4 different strategies in rotation. Uses 3-4 different types of assessments on a regular basis.	Uses more than 4 different strategies weekly. Uses 5-6 different types of assessments on a regular basis.	Uses multiple strategies on a daily basis. Uses more than 6 different types of assessments on a regular basis.
Classroom Management	Exhibits consistently poor management strategies. Always relies on outside discipline sources.	Exhibits inconsistent management strategies. Often relies on outside discipline sources.	Exhibits sound management strategies found in best practices. Rarely uses outside discipline sources.	Exhibits exemplary management strategies. Handles almost ALL discipline concerns in class.

[An Ugly Rubric]

- Is too wordy so that no one can understand the dimensions or indicators, let alone use them for a fair grade
- Looks like a checklist – Have it, don't have it
- Evaluates each work against other items of work
- Evaluates the wrong thing so student can just jump through hoops to get a good grade.

Key Points:

Things that make rubrics ineffective

Wordiness, lack of clarity of what is being evaluated

Again note difference between rubric (evaluates) and check list,(yes or no)

Checklist are for things like, name on paper, legibility, format, etc

Don't give high marks if the evidence is not there (how good is good enough?)

[Good Rubrics]



- Are tools
- Show level of quality of a performance or task
- Communicate standards clearly and specifically
- Are given to students to set expectations
- Show what to avoid
- Address misconceptions
- Are consistent and reliable
- Use content that matches standards and instructional emphasis

Key Points:

Are a tool for assessing performance, not for all assessments

Match level of performance against a criteria

Give the rubric when students are given the task, not "I've got a secret."

See Participants Guide for further information on rubric construction, which includes website devoted to rubric construction and grading.

While there is no single correct way to construct a rubric, they should communicate to students, parents, and other teachers meaningful information concerning the extent to which a student's product or performance shows evidence of meeting the Georgia Performance Standards.

Sample rubric for WH task

Scale → Criteria ↓	1 (needs work)	2 (improving)	3 (meets standard)	4 (exceeds standard)
Shows impact of movement on multiple cultures.	Correctly uses one example from one empire studied. No modern examples	Correctly uses one example from one or two empires studied. One modern example, but does not explain relationship to historical example.	Correctly uses two examples from two or three empires studied. One or two modern examples, and shows relationship to historical examples.	Correctly uses multiple examples from all empires studied. Three or more modern examples and shows relationship to historical examples.
Relates impact of movement then to now.	Provides limited explanation of similarities of cultural to interaction today	Explanation talks about process of change, but does not address areas of similarity in then and now	Explanation talks about change and similarities but does not make effectively generalize about cultural diffusion	Effectively demonstrates how over time processes change, but impact remains constant
Uses appropriate methods of presentation	Uses one form of presentation. Little if any technology used	Uses one form of presentation. Incorporates technology. Makes limited use of representations.	Uses multiple forms of presentation. Incorporates technology. Limits uses of representations.	Blends a variety of presentation modes, uses graphs, charts. Makes good use of technology

Key Points:

- Sample, does not have all the things one might want evaluated.
- Makes gradual increase to a complex performance.
- Encourages students to look at all aspects of cultural diffusion.
- Should be provided to students at the beginning of the unit.

Evaluation Criteria

May use numbers, but also may use words. Depends on focus.

We want students to truly demonstrate understanding, then if they don’t they need to continue to work on the task until it does meet the standard. Thus the numbers could be removed and the student given the words. If they are “needs work” or “improving”, then the student needs to do more work on the task to bring it up to standards. This is a key factor in standards based education. Students are expected to demonstrate understanding, not earn a grade!

Sample rubric for AG task (in progress)

Scale Criteria ↓	1 (needs work)	2 (improving)	3 (meets standard)	4 (exceeds standard)
Identifies elected officials and powers/services offered at each level.	Either elected officials OR Powers are missing at EACH level. Powers/services are placed incorrectly. Elected officials matched to wrong levels.	More than 1 elected officials are placed at the wrong level OR more than 1 powers/services are assigned to the wrong level. Less than two examples or powers/services are given at each level.	Each level has the correct elected officials indicated with no more than 1 out of place. 2 correct examples of powers/services are indicated at each level.	Each level has the correct elected officials indicated with NONE out of place. MORE than two correct examples of powers/services are indicated at each level.
Describes source of power for various levels using specified terms.	Only correctly explains where 1 level of government gets its power. Uses less than 3 of the required terms correctly.	Correctly explains where only 2 levels of government get their power. Only uses 3 of the required terms correctly.	Explains where each level of government gets power. Correctly defines all terms in paragraph.	Explains in detail where each level of government gets power. Correctly uses all terms and gives specific, correct examples of each term.
Evaluates distribution of power in the federal system.	Incorrectly describes relationship between levels of government.	Correctly describes relationship between national/state OR state/local, but does not connect all 3. Does not state opinion. Does not...	Correctly describes relationship between national/state/local. States opinion, but provides no specific factual examples....	Correctly describes relationship between national/state/local with specific, relevant examples. Supports personal value.....

Key Points:

Sample, does not have all the things one might want evaluated.

Makes gradual increase to a complex performance.

Encourages students to look at multiple aspects of distribution of power.

Should be provided to students at the beginning of the unit.

Evaluation Criteria

May use numbers, but also may use words. Depends on focus.

We want students to truly demonstrate understanding, then if they don’t they need to continue to work on the task until it does meet the standard. Thus the numbers could be removed and the student given the words. If they are “needs work” or “improving”, then the student needs to do more work on the task to bring it up to standards. This is a key factor in standards based education. Students are expected to demonstrate understanding, not earn a grade!

Rubric writing activity

- With a partner, develop a basic rubric for the task you created.
- Use the template on page 38
- When completed, write on chart paper and post.
- Gallery Walk with comments.

Key Points:

Have participants pair up to develop a rubric.
Use the task created in the first part of Day 3.
Write on template on page ??
Key is the Gallery Walk and feedback.

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PERFORMANCE/ACTIVITY QUIZ (use with permission H. Lynn Erickson, *Concept-Based Curriculum and Instruction for the Thinking Classroom*, 2007).

1. State Academic Standard:

“Analyze Lincoln’s ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address.”

Enduring Understanding:

Watershed events mark turning points in history.

Performance or Activity?

Recite from memory key passages from the Gettysburg Address.

2. State Academic Standard:

“Analyze the causes and effects of physical and human geographic factors on major historical and contemporary events in the United States.”

Enduring Understanding:

The availability of human and material resources provides tactical advantages in times of war.

Performance or Activity?

Create pie graphs that show available resources to the North and South before the Civil War.

3. State Academic Standard:

“Identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution.”

Enduring Understanding:

The values, beliefs, and ideals of a country are reflected in its laws and political documents.

Performance or Activity?

Design a graphic organizer demonstrating the U.S. system of checks and balances. Then have students use the graphic organizer to write a rationale defending why they think the systems of checks and balances reflects American values and beliefs.

4. State Academic Standard:

“Identify the influence of ideas from historic documents including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Declaration of Independence, the Federalist Papers, and selected anti-federalist writings on the U.S. system of government.”

Enduring Understanding:

Political documents can set forth social ideals such as justice, equality or freedom, but the path to ideals is impeded by conflicting notions.

Performance or Activity?

Create an outline highlighting social ideas such as justice, equality, or freedom for the Magna Carta, the English bill of Rights, the Mayflower Compact, the Declaration of Independence, the Federalist Papers, and selected anti-federalist writings on the U.S. Constitution. Select one of these social ideas and describe how conflicting notions have impeded the progress of these ideals. (Cite specific examples from history or current events to support your position.)

5. State Academic Standard:

“Explain the impact of significant international events such as World War I and World War II on changes in the role of government.”

“Predict the effects of selected contemporary legislation on the roles of government.”

Enduring Understanding:

As a society becomes more complex, the role of government increases in the daily lives of its citizens.

Performance or Activity?

Create a three-column chart. In the first column, list significant international events such as World War I, World War II, global terrorism. In the second column, show some of the resulting U.S. legislation, or governmental policies, enacted in response to these events. In the third column, detail the impact of the legislation on the daily lives of citizens. In a paragraph below the chart, answer this question: “How does the increasing complexity (social, economic, and political) of a society lead to the expansion of the government.?”

Stage 2: Determine Appropriate Assessments

Grade Level/Subject _____ Unit One

Focus: _____

Informal Observation	Dialogue and Discussion	Selected Response	Constructed Response	Self-Assessment

Sample Culminating Performance Task(s) For Unit _____

<p>Task 1:</p>	
<p>Map and Globe Skills:</p>	<p>Information Processing Skills:</p>

PERFORMANCE PLANNING CHART

KNOW	DO	UNDERSTAND	PERFORMANCE TASK	DIFFERENTIATION

SCALE → CRITERIA ↓	1	2	3	4

Creating a Performance-Based Assessment
Outline of the Task and Criteria to Guide the Process of the Performance of a Skill and the Performance of a Product
(Adapted from Dr. Jan Leppien)

A performance assessment allows teachers to observe students while they are performing a specific task that demonstrates the use of complex skills, or examines the products students create. It also provides a method for evaluating the level of proficiency demonstrated in the creation of this product or demonstration of this performance. Most performance-based assessments require students to use a set of complex thinking skills or processes. Performances are based on observation and judgment, and the evaluator applies criteria of excellence to evaluate the level of proficiency the performer demonstrates. Performance assessments can be used to look at complex reasoning and problem solving, performance skills, and product development. The performance task must be challenging, but achievable. The following criteria, written in question form, can be used to judge the quality of your performance-based assessments and scoring protocols (ranking, criteria, rubrics).

Content Criteria for the Performance-Based Assessment

- Does the performance task clearly assess an intended learning outcome (standard(s))?
- Do the problem and the process simulate, mimic or parallel activities in the real world?
- Does the performance task contain a clear and delimited task and a specific problem situation (if necessary)?
- Does the performance task provide students with an indication of the types of thinking and content to use in responding to the task?
- Does the task establish a framework to guide the students to the expected performance?
- Does the performance task(s) illicit from students the kind of response that will permit you to dependably assess proficiency?
- Does the task describe what students are to do or create?
- Does the task define the conditions under which students are to perform, and include a reminder to students of the criteria you will apply in evaluating the work?
- Have you written the task in an interesting manner to engage students?

Rubric Criteria for the Performance-Based Assessment

- Do students know how many points each section of the task is worth?
- Is there a set of criteria (e.g., rating scale or rubric) for the evaluation of the students' responses and performances, which includes the quality of the content of the response or performance, the quality of the use of complex skills or processes demonstrated in the response or performance, the organization of the performance, and the conventions or performance indicators used in creating this response?
- Will the criteria, which will be used to judge the quality of the process, performance, and/or production be available to the students from the beginning?
- Does the criteria inspire improvement and suggest what success looks like?
- Does the criteria indicate what an outstanding product or performance look like?
- Does the rubric or ranking scale indicate what different levels of accomplishment would look like?

Culminating Performance Task World History Unit 2

Enduring Understanding: **Students will understand that the movement of ideas, people, and culture has both positive and negative impacts on the development of societies.**

Standards: WH 4, 5, 6, 7

You are a consultant who specializes in obtaining money for educational projects. You have been hired to present a proposal to the Mega-Mart Philanthropic Foundation to obtain funding for an educational program that will focus on the importance of cultural interaction and the results of such interactions. You will present your proposal to the Board of Directors of the Mega-Mart Philanthropic Foundation.

As part of your presentation you are going to discuss the impact of movement on a variety of cultures throughout history. For this part of your presentation you will talk about the positive and negative results of cultural interactions that resulted from the contact through both growth of commerce (trade) (*optionally discuss the spread of religious ideas*) during the period from 450 CE to 1500 CE.

An important part of the presentation is relating the information to the present. You will need to use examples to help the Board of Trustees understand that we learn through the past. You will need to show some examples from today and relate them to historical events. They key will be showing how over time, while the circumstances may change, the impact of movement, is still important, even in today's global society.

It will be necessary for you to use a variety of resource to document your findings. In addition discussing historical events, you will need to make some references to similarities in the world today. This will help the Board of Directors understand the importance of studying the various cultures of the world, their contributions, and the impact of their interactions on each other.

You will need to provide examples from commerce (*and optionally, religion*) on the impact of movement on the cultures involved. Not all examples should be positive. Part of your presentation may include examples where the results were negative. In those cases you should offer recommendations on how global education could helped make the situation less negative.

Your presentation needs to be persuasive. Your goal is to convince the Board of Directors to grant the money for this program.

**Standards and elements that can be assessed by sample task:
Elements in each standard that could appear in this task are identified by
bold, italics, and larger print.**

Effect of movement through trade on cultural diffusion

SSWH4 The student will analyze the importance of the Byzantine and Mongol empires between 450 CE and 1500 CE.

- a. Explain the relationship of the Byzantine Empire to the Roman Empire.
- b. Describe the significance of Justinian's law code, Theodora and the role of women, and Byzantine art and architecture.
- c. Analyze the establishment of Christianity as the official religion of the Byzantine Empire.
- d. Analyze the role of Constantinople as a trading and religious center.***
- e. Explain the influence of the Byzantine Empire on Russia, with particular attention to its impact on Tsar Ivan III and Kiev.***
- f. Define the role of Orthodox Christianity and the Schism.

SSWH5 The student will trace the origins and expansion of the Islamic World between 600 CE and 1300 CE.

- a. Explain the origins of Islam and the growth of the Islamic Empire.
- b. Identify the Muslim trade routes to India, China, Europe, and Africa and assess the economic impact of this trade.***
- c. Explain the reasons for the split between Sunni and Shia Muslims.
- d. Identify the contributions of Islamic scholars in medicine (Ibn Sina) and geography (Ibn Battuta).
- e. Describe the impact of the Crusades on both the Islamic World and Europe.
- f. Analyze the impact of the expansion of the Mongol Empire; include the stabilization of trading networks from China to the Mediterranean world.***
- g. Analyze the relationship between Judaism, Christianity, and Islam.

SSWH6 The student will describe the diverse characteristics of early African societies before 1800.

- a. Identify the Bantu migration patterns and contribution to settled agriculture.
- b. Describe the development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai); include the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca.***
- c. Describe the trading networks by examining trans-Saharan trade in gold, salt, and slaves; include the Swahili trading cities.***
- d. Analyze the process of religious syncretism as a blending of traditional African beliefs with new ideas from Islam and Christianity.

SSWH7 The student will analyze European medieval society with regard to culture, politics, society, and economics.

- a. Explain the manorial system and feudalism; include the status of peasants and feudal monarchies and the importance of Charlemagne.
- b. Describe the political impact of Christianity; include Pope Gregory VII and King Henry IV.
- c. Explain the role of the church in medieval society.
- d. Describe how increasing trade led to the growth of towns and cities.***

Effects of movement of religious ideas on cultural diffusion

SSWH4 The student will analyze the importance of the Byzantine and Mongol empires between 450 CE and 1500 CE.

- a. Explain the relationship of the Byzantine Empire to the Roman Empire.***
- b. Describe the significance of Justinian's law code, Theodora and the role of women, and Byzantine art and architecture.
- c. Analyze the establishment of Christianity as the official religion of the Byzantine Empire.***
- d. Analyze the role of Constantinople as a trading and religious center.***
- e. Explain the influence of the Byzantine Empire on Russia, with particular attention to its impact on Tsar Ivan III and Kiev.***
- f. Define the role of Orthodox Christianity and the Schism.***

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- b. Describe the political impact of Christianity; include Pope Gregory VII and King Henry IV.***
- c. Explain the role of the church in medieval society.***
- d. Describe how increasing trade led to the growth of towns and cities.

Performance Task for Unit 4: America's Federal System

Enduring understanding: **Students will understand that distribution of power in government is a result of existing documents and laws combined with contemporary values and beliefs.**

Standards: SSCG 5, 16a, 17, 18

Your town is creating a Civics Museum. The museum will be used to teach people in the community about American Government. The facility will be used for field trips, civic group workshops, teacher development, and receptions/banquets. Each room will be themed according to various areas of the study of American Government. Your group has been contracted as experts in the field of America's Federal system. Your contract includes the following requirements:

- **You are to construct a 3-D model that represents the levels of government from the smallest level to the largest level.**
 - Major elected officials at each level should be represented on your model.
 - At LEAST 2 powers or services found at each level should be represented on your model.
- **You are to create a plaque that will go next to your model that explains WHERE each level of government gets its power. Correctly use the terms “enumerated powers”, “implied powers”, “denied powers”, and “shared powers.”**
 - The plaque is to be written in paragraph form with correct mechanics and be no more than 350 words.
- **Finally, your group is to conduct a press conference to introduce the model and plaque.**
 - You are to explain the relationship of national/state/local governments, include analysis of the Supremacy Clause in your discussion.
 - You should address the on-going debate between various levels of government.
 - The last component of your speech should give an overall evaluation of distribution of power among different levels of government in America. You may include your opinions, but support them with clear and appropriate evidence.

The following slides are used with permission from Dr. Jan Leppien.

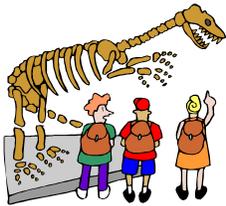


Possible Goals for Performance Tasks

- | | |
|---|---|
| <ul style="list-style-type: none"> Summarize the procedures for a lab experiment for a student who was absent. Explain the legal justification for a court decision to newspaper readers. Inform the PTA Garden Committee about which plants are best suited to your area. Teach a younger student about the water cycle. Teach a classmate to read a contour map. | <ul style="list-style-type: none"> Design a poster to teach about human, capital, and natural resources. Create a museum display to document a historical event you’ve researched. Persuade a friend to read a book by your favorite author. Defend your position with data. Critique a student’s letter to the editor of the local newspaper. |
|---|---|

McTighe, J., & Wiggins, G. (1999). *The understanding by design handbook*. Alexandria, VA: ASCD.

45



Possible Student Roles

Advertiser Artist or illustrator Author biographer	Historian Interviewer Inventor Literary critic	Scientist Teacher Social scientist Anthropologist
Boy Scout or Girl Scout Candidate Cartoon character Caterer	Museum director or curator Novelist Nutritionist	Art Critic Travel agent Zoo keeper Mythologist
Coach Composer Detective Engineer filmmaker	Panelist Photographer Playwright Poet Product designer	Ethnographer Botanist Geographer Mathematician Musicologist

46

Possible Audiences



Board members Boss Business or corporation Celebrities	Jury Library patrons Museum visitors neighbors	TV viewers Visitors (to school, community, state, or county)
Community members Consumers Experts (individual or panel)	Relatives Pen Pals Radio listeners Art patrons	Publisher Author Packaging Company Documentarian
Friends Government or elected leader Historical figures Judge	Readers (newspaper or magazine) School staff Students Travel agents	Lyricist Ad Agency Contractor Family members FDA or other professional organizations

47

Possible Products and Performances

- | | | | |
|---------------|-----------------|------------------|-----------------|
| Map | Lecture | Book List | Puzzle |
| Diagram | Editorial | Calendar | Model |
| Sculpture | Painting | Coloring Book | Timeline |
| Discussion | Costume | Game | Toy |
| Demonstration | Placement | Research Project | Article |
| Poem | Blueprint | TV Show | Diary |
| Profile | Catalogue | Song | Poster |
| Chart | Dialogue | Dictionary | Magazine |
| Play | Newspaper | Film | Computer |
| Dance | Scrapbook | Collection | Program |
| Campaign | Lecture | Trial | Photographs |
| Cassette | Questionnaire | Machine | Terrarium |
| Quiz Show | Flag | Book | Petition Drive |
| Banner | Scrapbook | Mural | Teaching Lesson |
| Brochure | Graph | Award | Prototype |
| Debate | Debate | Recipe | Speech |
| Flow Chart | Museum | Test | Club |
| Puppet Show | Learning Center | | Cartoon |
| Tour | Advertisement | | Biography |
| | | | Review |
| | | | Invention |