

*Training for the New Georgia Performance Standards
Day 6: Assessments and Teacher Commentary*

Facilitator's Guide Social Studies 6-12

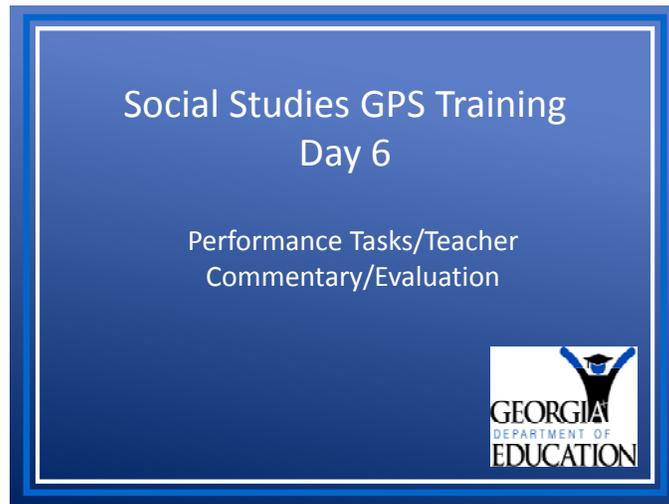
This guide is designed to assist you in your redelivery of Day 6 training. Each page consists of slides corresponding with those on the PowerPoint as well as bulleted notes of important points to make in your redelivery. You are encouraged to make this presentation your own. The facilitator’s guide is 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 can serve as a companion to the online training.

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Day 6: Assessments and Teacher Commentary



PART I: Introductions, overview

TIME: 15 Minutes



Key Points:

- Day 6 has two major components. The first will be reviewing and working more in-depth with performance tasks and rubrics. The afternoon component will focus on using teacher commentary and feedback to improve student performance.

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 official 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
- Restrooms
 - Use as needed

Key Points:

- Briefly review the group norms and housekeeping points.

Re-delivery concerns?

Key Points:

- Any general questions or comments concerning re-delivery?

Performance Tasks in GPS

PART II: Role of Performance Tasks in Standards-based practice

TIME: 75 Minutes

Key Points:

- Based on feedback from teachers and observations around the state, we felt it was important to go back to some of the material in Days 2 and 3 and review activities and culminating performance tasks.

Group Discussion: What are performance tasks and what is their purpose?

- With your group or table, discuss the key components of a performance task.
- Once you've arrived at a consensus, discuss the role they play in a standards based classroom.
- Prepare to share a synopsis with the rest of the class.

Key Points:

- Hear from each group member. Try to arrive at a general consensus of the characteristics of a performance task and perhaps the different types of tasks.

Types of performance tasks

- Two types
 - Activities/tasks
 - Culminating performance tasks
- Activities/tasks (Balanced Assessment Plan)
 - Monitor progress towards mastery
 - Develop and refine complex processing skills
 - Practice transfer to novel situations
- Culminating Performance Task
 - Assess understanding of EU in novel situation through use of complex processing skills

Key Points

- The “performance” part is the key. Students should be USING the information you have taught.
- Activities or “mini-tasks” should focus on having students use the content and skills in preparation for completing a larger task later.
- With daily activities, students should be exposed to multiple situations involving the content. A student demonstrates real understanding by taking the content and applying it in a novel situation with complex processing skills.

What is a culminating performance task?

- Rigorous and relevant assessment that USES complex processing skills and content to demonstrate grasp of Enduring Understanding(s)
- Requires students to apply skills and content from unit in a novel situation
- WHAT ARE YOU LOOKING FOR???
- Discussed in Day 3 training

Key Points

- The culminating performance task should really push the student and present a situation that doesn’t have an immediate or obvious answer.
- Student demonstrates knowledge of the content by using it to explain and support an enduring understanding.
- The key to the culminating performance task is to know what you are looking for. What shows mastery? How big does the task need to be?

The task should:

- Require students to transform and apply knowledge, and skills
- Reflect the integration of concepts and skills across disciplines
- Provide for choice in
 - Problem formulation
 - Approach
 - Solution
- Require sophisticated and abstract thinking.
- Present fuzzier problems with solution open to determination by the student. (Not necessarily with a definitive answer!)
- Be multifaceted

Tomlinson/Leppien

Key Points:

- This slide, adapted from a Jan Leppien presentation, reflects various methods of thinking about the culminating performance task.
- As you read through these bullets, think about traditional Social Studies practices. Where do lectures fit in? Worksheets? Group work? Primary source material?

Performance task: Transfer of knowledge/skills

- Wiggins: Ultimately, the performance task is where the student shows transfer of information
- In sports, the game doesn’t always work like the drills
- Drills, quizzes, tests prepare for performance task, but should not be end result

Key Points:

- Second bullet is key.
- Units should not be designed as if their sole goal is to prepare students for a test, yet often that’s how things look.
- Remember from Day 5, one of the reasons to differentiate was for better motivation of students. Building skills and developing content for a larger purpose helps with this as well.

Performance task: Transfer of knowledge/skills

- Performance Task assesses transfer **IF**:
 - The student must draw from a repertoire of skills and content for a complex task
 - The teacher gives minimal cues, prompts, graphic organizers
 - The learner must be mindful of a particular context
- Assessing students for TRANSFER helps on tests!!

G. Wiggins 2007

Key Points:

- The performance task is supposed to be an assessment of what the student can do.
- The more complex the assessment (within reason), the more it can tell you about where a student is in his/her understanding.
- The next slides address the concern of using tasks to assess understanding rather than tests.

Wiggins:

- Using tasks to measure transfer is MOST important for testing because:
 - Test items are unknown
 - They change from year to year
 - Only if you *understand* and can perform on your own from a repertoire can you cope with novelty

G. Wiggins 2007

Key Points:

- The best preparation we can give students for standardized tests – whether they are measuring factual knowledge or not – is to have them use the information and transfer it to a meaningful task.

2004 EOCT Question

- Country X is currently investing heavily in research and development (R&D), mainly in the areas of information and communications technologies. All of the following are predictable results of these investments EXCEPT
- A future economic growth
- B future increases in labor productivity
- C the creation of labor-intensive industries
- D the creation of advanced capital goods

What if the student had done this in class?

- You are presenting at an economic summit for developing nations. Your assigned topic is to explain how investing in technology, health, education, and training leads to growth and increased productivity. Use at least 3 real examples in your presentation.

2004 EOCT Question

How did the completion of the Erie Canal in 1825 impact New York City?

- A New York City ceased to be a major point of European immigration.
- B New York City became a major economical and financial center.
- C New York City lost financial and political influence to the city of Albany.
- D New York City gained control of western agricultural production.

What if the student had done this in class?

- You and a fellow historian are creating *The Ultimate Cause and Effect Book For US History*. The first chapter you are working on is entitled: Infrastructure and Land Acquisitions. Your task: Identify five major changes to American Infrastructure or major land acquisitions and explain the overall effect on the country. As a conclusion to the chapter, analyze at least 2 potential future changes.

2003 CRCT Question

- In 1750 less than ten percent of the people in Great Britain lived in cities. By 1900 seventy-five percent of the people lived in cities. What caused this shift in population to occur?
- A. a lack of food in rural areas
- B. the growth of an industrial economy
- C. the establishment of new colonies overseas
- D. a change in the government’s immigration law

What if the student had done this in class?

- A major new industry is considering moving to our town. They are building two factories in the area and will be importing goods from within the country and from around the world. Using historical examples, including the industrial revolution in Europe, write an editorial supporting or opposing the move. Discuss at least 2 intended and 2 unintended consequences that may result.

Key Points:

- Meeting the standards for the task would include and go beyond what is asked in these questions. That’s the point with tasks, they should push students to use and explain information at a higher level than will be asked about later.

Group Activity: How do my performance tasks measure up?

- Using the performance task you brought with you and the checklist on page 23 to evaluate your performance task with your group.
- Each person in the group should take 5-10 minutes to share.
- **WORK TO MAKE THE TASK BETTER!!!**
- **Be prepared to share ideas with whole group**
- **IF YOU DID NOT BRING ONE, pg 27**

Key Points:

- Peer review the task that you brought student work for.
- Things to look for:
 - Is the task complex? More than one step?
 - Is the task asking students to USE their knowledge?
 - Is the situation unique or novel?
 - What could be done to improve the task?

Importance of Rubrics

PART III: Importance of Rubrics in Standards-based practice

TIME: 75 Minutes

WHAT ARE YOU LOOKING FOR?

- This is the primary question when using a rubric
- A good rubric has real measures of understanding
- Be careful of measuring what’s EASY!
- Product not as important if rubric measures understanding

Caution!

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

Key Points:

- The first step in true standards-based planning is to ask yourself “what am I looking for?” The rubric should reflect your answer to that question.
- You should be checking for understanding and transfer of knowledge.
- Too often rubrics err on the side of checking things that are “easy” to check for (number of people mentioned, grammar, mechanics, spelling, number of sources used, etc.)
- Can I complete your project, score well on the rubric and still not understand the topic? If so, the rubric needs to be re-done.

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 and discuss each point with the group.
- Important to point out that checklists DO serve a role for student, but should not be the sole measure of their understanding.

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:

- Rubrics require much work from the teacher in advance, but they pay off in the end.
- "Halo effect" relates to the student who receives "the benefit of the doubt" or possibly better grades on assignments because their behavior is more acceptable than another student's.

What should my content rubric include?

- Clear explanation what student is do to demonstrate understanding
 - Explains depth of understanding required for mastery
 - Number does not equal understanding
- Clear description of quality performance
 - What constitutes acceptable performance?
 - Number does not equal quality

Key Points:

- Making your expectations clear is the real goal here. The actual structure of the rubric may change based on what YOU need to do to make your expectations clear to your students.
- When we say “number does not equal...” we are referring to indicators that claim to measure understanding or quality of work by the amount done; i.e. Meets Standard is 3 explorers and Exceeds is 4. There are times where amount of information is important, however, that CANNOT be the focus of the entire rubric.

Criteria	Scale	1 (Below Standard)	2 (Needs Improvement)	3 (Meets Standard)	4 (Exceeds Standard)
<i>Synthesizes the interdependent relationship between fiscal and monetary policies, changes in the business cycle, changes in economic indicators, and changes in the federal government deficit/debt.</i>		<ul style="list-style-type: none"> Explains how the proposed changes in monetary and/or fiscal policies advocated by the Council will most likely affect two of the measures of economic performance outlined in 3. 	<ul style="list-style-type: none"> Explains how the proposed changes in monetary and/or fiscal policies advocated by the Council will most likely affect three of the measures of economic performance outlined in level 3. 	<ul style="list-style-type: none"> Explains how the proposed changes in monetary and/or fiscal policies advocated by the Council will most likely affect <ul style="list-style-type: none"> the components of GDP, the business cycle, the measurements of economic performance AND the federal deficit/national Debt. 	In addition to everything in 3, <ul style="list-style-type: none"> explains historical examples of a similar policy and its effect on the measures of economic performance in the U.S. economy during that time period.
<i>Analyzes how scarcity influences: the way nations answer the basic economic questions and the priority placed on the social economic goals</i>		<ul style="list-style-type: none"> The role of scarcity is incorrectly explained in terms of the proposed policy. 	<ul style="list-style-type: none"> Explains how the proposed policy is related to scarcity with vague or unrealistic examples. Policy is not directly linked to the items listed in level 3. 	<ul style="list-style-type: none"> Explains how the proposed policy affects or supports <ul style="list-style-type: none"> efficient allocation of scarce resources within a mixed economic system answers to the basic economic questions the priority of the nation’s social and economic goals. 	In addition to everything in 3 <ul style="list-style-type: none"> includes real life examples of similar policy choices and the way these reflected each of the areas outlined in level 3.

Key Points:

- Actual rubric included on page 24
- Things of note on this rubric:
 - For the “Synthesizes” requirement, numbers are used, but they are used in a quality issue. The student who really understands interdependent relationships AND the content will be able to explain that in multiple situations. This is different than identifying 1, 2, or 3 policies.
 - For the “analyzes” requirement, notice the increase in complexity from incorrectly explaining the relationship; to explaining it with no substantial support; to explaining it in a variety of situations; to finally expanding that to even more unpredictable situations.

Group Activity: How do my rubrics measure up?

- Using the rubric you brought with you and the checklist on page 23 discuss your rubric with your group.
 - Explain WHY you chose the criteria you chose.
 - Each person in the group should take 5-10 minutes to share.
- **WORK TO MAKE THE RUBRIC BETTER!!!**
- **BE PREPARED TO SHARE WITH GROUP**
- **IF YOU DID NOT BRING ONE, pg 28**

Key Points:

- Essentially do the same thing you did with the performance task discussion earlier.
- See the checklist on page 23
- Your rubric should be improved over its original version.

Effective Teacher Commentary

PART IV: Importance of Rubrics in Standards-based practice

TIME: 2 hours, 30 minutes

Key Points:

- Teacher commentary is the last major piece of the standards-based practice puzzle. It is absolutely critical for guiding student understanding. During this section we will discuss what commentary should look like, practice giving it to each other, and then look at sample student work.

The Research

John Hattie reviewed thousands of studies on learning and instruction and concluded that

“The most powerful single moderator that enhances achievement is **feedback.**”

Hattie, J. (1999, 2 Aug.). "Influences on Student Learning." Inaugural Lecture: Professor of Education, University of Auckland.

Continued...

The Research

“Providing students with **specific information** about their standing in terms of **particular learning goals** increased their achievement by 37 percentile points.”

Hattie, J. (1999, 2 Aug.). "Influences on Student Learning." Inaugural Lecture: Professor of Education, University of Auckland.

Continued...

The Research

“Achievement is enhanced to the degree that students develop self-strategies: to seek and receive feedback to verify rather than to enhance their sense of achievement efficacy.”

Hattie, J. (1999, 2 Aug.). "Influences on Student Learning." Inaugural Lecture: Professor of Education, University of Auckland.

Continued...

Black and William Meta-analysis:

“There is a firm body of evidence that formative assessment is essential... We know of no other way of raising standards for which a strong prima facie case can be made.

Black and William (1998) "Inside the Black Box: Raising Standards through Classroom Assessment," Phi Delta Kappan, vol 80, 2 (October) pp 139.

- Adapted from Grant Wiggins presentation at GACIS 9/26/2007.

Key Points:

- An array of research supports the use of quality feedback.
- Knowing this, we must use feedback as a teaching tool to improve student understanding.
- We *cannot use excuses about not having time*, we must make time to give feedback.

REGARDING TIME:

We need to ask ourselves the question: “If giving feedback is important, how will I make time to do it?” It is NOT realistic that you will give full-length, multiple-page feedback to students on every assessment. Feedback comes in many forms: oral comments, peer review, lengthy written feedback, student conferences, etc. Help students learn to do this themselves! It’s not quantity or form, it’s the quality of the feedback that matters.

Do not get caught up trying to assess everything all the time. On certain assignments, resolve yourself to the reality that you may only be looking for certain aspects of understanding.

Get creative! Stagger due dates, set aside “commentary” days in your planning, grade for improvement rather than to assign a number, check work in stages, have students “pre-assess” themselves, spot check students based on their progress, etc.

Effective Feedback/Self-Assessment System Results

- Students seek feedback on their own and know that it is in their interest-even if the news is bad
- Performance improves at all levels
- Improved performance occurs more rapidly than is typical or expected
- Quarrels about the results are few

"Less Teaching, More Assessing: Learning via Feedback," ASCD Conference on Teaching & Learning, San Francisco, October 2005. Used with permission of Grant Wiggins.

Key Points:

- Based on work done by Grant Wiggins.
- System-wide buy-in to feedback is an important component
- First bullet is key! Students WANT to hear from us, much in the same way we desire feedback on the things we do.

Group Activity: What is Exemplary Feedback?

- In your group, discuss:
 1. What was the most effective feedback system you have ever been in as a learner? What made it so?
 2. Share examples at your table, then generalize: *"The best feedback systems . . ."*

"Less Teaching, More Assessing: Learning via Feedback," ASCD Conference on Teaching & Learning, San Francisco, October 2005. Used with permission of Grant Wiggins.

Key Points:

- Think about various times in your life you have received feedback. School? Learning a new skill? Professional development?
- Create a list as a group that describes what you expect in good feedback.
- You may also want to consider signs of inappropriate feedback.

Criteria for Excellent Feedback

- Timely
- User-friendly—in approach and amount
- Descriptive & specific in regard to performance
- Consistent
- Expert
- Accurate
- Honest, yet constructive
- Derived from concrete standards
- On-going



"Less Teaching, More Assessing: Learning via Feedback," ASCD Conference on Teaching & Learning, San Francisco, October 2005. Used with permission of Grant Wiggins.

Key Points:

- The third bullet is especially poignant relating to Social Studies. Unlike some other subjects, in Social Studies there is often no formula or one approach to a task. Students need to know when they are doing something right and they need to know specifically what that something is.
- Using the language of the standards is important in feedback. Students need to be aware that your feedback is not arbitrary, but based on guidelines from a higher source.

Commentary (PPGH)

- Specific oral or written feedback regarding **progress** toward learning goals (standards)
- Include **praise** with feedback
- Include **guidance** with feedback
- Include **how to improve** as part of feedback

Key Points:

- Feedback needs to include each component. Students need to know what they are doing right IN ADDITION TO things they can improve on.
- Be careful of offering guidance too early. Teachers often want to tell students exactly what to do rather than putting them on the right path and letting them walk the path on their own.

Group Activity: Appropriate Feedback?

- Pg. 25
- Read each comment and discuss with your group.
- Is the feedback appropriate? What could be changed to make the feedback better?

Key Points:

- For the statements that your group feels are inappropriate, discuss ways they could be improved.

Performance Goals for Teacher Commentary

- May be provided either
 - Written on student work
 - Orally during student –teacher conference
- Use the language of the standards
- Provide descriptive and specific comments related to the learning goals

Performance Goals for Teacher Commentary

- Include honest and constructive guidance about steps to take or strategies to try next using guiding questioning
- Celebrate success and/or progress toward the learning goals

Key Points:

- These two slides summarize the teacher’s role in providing commentary.
- Ultimately, after your feedback, the student should be able to explain to someone else what they are doing correctly and their next step in improving their product. If they can’t do this, the feedback has not been as effective as it could be.

Group Activity: Creating a Map

- PG 26
- Complete the task on a piece of chart paper.
- When completed, groups will switch and provide feedback for other groups.

Key Points:

Outline maps given out on table.

Teacher Preparation

- Work through the task yourself before assigning to students.
- Be familiar with the **standards** being addressed, as well as the **knowledge, skills,** and level of **application** required to successfully complete the task.
- Where will the students run into trouble? This is where the tier 2 interventions play a large role.

Key points:

- First bullet may not mean literally, but it DOES mean you need to think through the task from the perspective of the student.
- The second bullet is critical. Teachers need to learn the standards beyond simply knowing the content. What are the process skills involved? What level of thinking is required to do what the standards ask?

Procedures for Students

- When possible, provide students with models of exemplary, and less than exemplary work and have them identify the exemplary work and determine what makes the work exemplary.
- Allow students to compare their work with the exemplary work and identify strengths and weaknesses in collaboration with the teacher.
- Train students to provide peer commentary.

Key points:

- The goal is to build meta-cognition in students so they are able to evaluate their own work.
- This is one of those areas where practice really does make perfect. The more opportunities students have to review work, the more they will start to see what they should be doing on their own.

Group Activity: Reviewing Student Work

- Share the student work you brought with your group.
- **DO NOT DISCUSS THE *STUDENT***
- Look for evidence of understanding
- As a group, practice giving effective feedback

Key Points:

- It is VERY important in this activity that you do not get caught up discussing the student's behavior, prior work (unless it helps to shed light on improvement), or personality.
- Don't worry about the work being perfect. This is not a showcase for us to brag about our best students, it is a learning experience.

Quote from Grant Wiggins

“The rush to teach results in less learning.

Rather than re-teaching whenever a student doesn’t get it, we should be providing more feedback and commentary, more assessment *for* learning.”

Key Points:

- Focus on LEARNING, not TEACHING!

Contact Information

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TASK/RUBRIC Checklist
(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 present a new situation to the students?
- 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?
- Does the task allow for multiple approaches, answers, or products?
- Have you written the task in an interesting manner to engage students?

Rubric Criteria for the Performance-Based Assessment

- Is there a set of criteria for the evaluation of the students' responses and performances, which includes the quality of the content of the response or performance?
- Is there a set of criteria for the quality of the use of complex skills or processes demonstrated in the response or performance?
- 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 looks like?
- Does the rubric or ranking scale indicate what different levels of accomplishment would look like?
- Do students know how each section of the task is weighted?

SAMPLE RUBRIC

<i>Scale</i>	1 (Below Standard)	2 (Needs Improvement)	3 (Meets Standard)	4 (Exceeds Standard)
<i>Criteria</i> <i>Describe the role positive and negative incentives play in the development of and results of fiscal and monetary policy.</i>	<ul style="list-style-type: none"> Identifies one benefit and one cost for one appropriate policy recommendation Gives an argument for policy focused on at least one interested party OR explains at least one danger associated with rejecting the policy. 	<ul style="list-style-type: none"> Identifies one benefit and one cost for one appropriate policy recommendation Gives a well documented argument for policy focused on at least one interested party AND explains at least one danger associated with rejecting the policy. 	<ul style="list-style-type: none"> Identifies at least one benefit and one cost associated with each appropriate policy recommendation proposed, Explains at least one well documented reason why each interested party (i.e. the president and citizens attending presentation) should support the proposal, AND explains at least two dangers of rejecting the policy. 	<p>In addition to everything in 3, the proposal includes:</p> <ul style="list-style-type: none"> a complex mix of at least three complementary policy options AND articulates significant benefits to all interested parties.
<i>Criteria</i> <i>Synthesizes the interdependent relationship between fiscal and monetary policies, changes in the business cycle, changes in economic indicators, and changes in the federal government deficit/debt.</i>	<ul style="list-style-type: none"> Explains how the proposed changes in monetary and/or fiscal policies advocated by the Council will most likely affect two of the measures of economic performance outlined in 3. 	<ul style="list-style-type: none"> Explains how the proposed changes in monetary and/or fiscal policies advocated by the Council will most likely affect three of the measures of economic performance outlined in level 3. 	<ul style="list-style-type: none"> Explains how the proposed changes in monetary and/or fiscal policies advocated by the Council will most likely affect <ul style="list-style-type: none"> the components of GDP, the business cycle, the measurements of economic performance AND the federal deficit/national Debt. 	<p>In addition to everything in 3,</p> <ul style="list-style-type: none"> explains historical examples of a similar policy and its effect on the measures of economic performance in the U.S. economy during that time period.
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**Adapted from GaDOE Economics Unit 4 Framework.*

WHAT DOES GOOD FEEDBACK LOOK LIKE?

Directions: For each of the following statements, discuss with your group whether the statement is an example of appropriate or inappropriate feedback. If you decide it is inappropriate, discuss what changes need to be made to make it better.

1. I know you are capable of better work.
2. Your solution is correct. What supporting evidence can you include with your work?
3. Is your solution unique? If so, can it be generalized for all cases? If not, please demonstrate another solution.
4. I really liked your work.
5. The process that you used demonstrated an understanding of how economists tackle these kinds of problems.
6. You need to make your explanation longer.
7. How could you make the process easier to understand?
8. Good job on this task.
9. You need to do a better job of thinking like a historian.
10. Color-coding the regions of Georgia on the map according to their resources helps demonstrate your understanding of location.

DAY 6 TASK

EU: Humans, their society, and the environment affect each other.

You have been hired by a map company to produce a map. Choose one of the following locations:

- Europe
- Asia
- Africa
- Georgia
- United States
- South America

For the location you have chosen, complete the following:

1. On a piece of chart paper, draw an outline of the location.
2. Locate and identify 5 major cities on your map.
3. Identify 3 areas on the map where **the environment has significantly affected the people living in that area. Write a sentence for each area explaining the effect.**
4. Identify 3 areas on the map where the **inhabitants of an area have made a significant change to the environment. Write a sentence for each area explaining the change.**
5. In a short paragraph, evaluate the human environmental interaction in your region by describing positive and negative effects.

Criteria	Below Standard (1 pt)	Needs Improvement (2 pts)	Meets Standard (3pts)	Exceeds Standard (4 pts)
Correctly locates 5 cities.	1 city located	2-4 cities located	5 cities located	More than 5 located.
Correctly identifies and explains 3 areas where the environment has significantly affected people in that area.	Fewer than three areas are identified OR explained as areas of environmental influence.	Locations are inaccurate OR explanations are illogical or incorrect.	Locations are accurately placed on map. Clearly explains direct effect of environment on the people of the areas selected.	N/A
Correctly identifies and explains 3 areas where the inhabitants of an area have significantly affected the environment in that area.	Fewer than three areas are identified as areas influenced by the inhabitants.	Locations are inaccurate OR explanations are illogical or incorrect.	Locations are accurately placed. Clearly explains direct change of the inhabitants of the area on the environment.	N/A
Evaluates the HEI of region using specific examples and offers an opinion on something that could be done relating to HEI to make the region better.	Wrong examples are used to explain HEI. Opinion presented has no substance nor support.	A few examples of interaction are present, largely focusing on only positive OR negative. Student opinion is given, but no realistic support is offered.	Several positive AND negative examples of interaction are explained. Student supports opinion with feasible, logical examples from map.	Numerous positive AND negative examples of interaction are explained. Student supports opinion with current, factual examples beyond what’s on map.

Performance Task: UNIT 2**Enduring Understanding: The beliefs and ideals of a society influence the decisions of that society.**

It has been years since the trial of Haley Brunetti. Since you were a major player in that case (witness/attorney/media), a publishing company has contacted you to write your memoirs so they can publish them. The requirements from the publisher are:

- **An introduction with a brief description of your role in the case.**
 - This should be no more than a paragraph.
- **A chapter about the crime committed by Brunetti.**
 - Include the type of crime, the causes of crime in general, the effect that the crime had on its victim (intended and unintended).
 - This chapter should be no more than 2 paragraphs.
- **A chapter analyzing the criminal justice process in America.**
 - Include a step by step description of what Brunetti went through beginning with his arrest.
 - Include at LEAST 3 protections offered to Brunetti and which amendments and/or court cases describe those protections.
 - This chapter should be no more than 2 paragraphs.
- **A chapter examining the defendant's defense and sentencing.**
 - Describe the different types of courts this case went to (or could have gone to) on appeal.
 - Describe Brunetti's defense and other options he had.
 - Describe the sentence Brunetti received and other options that were possible.
 - This chapter should be no more than 2 paragraphs.
- **FINALLY, the MOST IMPORTANT chapter is on the role of beliefs and ideals in the process. The publisher would like you to answer each of the following questions in a paragraph or two:**
 - How is the criminal justice process guided by our beliefs and ideals?
 - Have the beliefs and ideals practiced in this case changed since the passing of the Bill of Rights? If so, in what ways? If not, why not?
 - What changes or adjustments could be made to BETTER reflect modern civic ideals? (Think in terms of technology, revising items, or adding things). How would those changes, if implemented, affect citizens, the government, or resolution of conflict?

The publisher has requested the following in terms of format:

- **Typed, double spaced, Times New Roman**
- **12 point font.**
- **A title page with your name, the title of your memoirs, and the date written.**
- **No mechanical errors or misspelled words.**

NOTE: This is a LARGE...L-A-R-G-E project. Please do not wait until the last minute to complete this. You have more than 3 weeks to get this done and we will be working on this in class. Do a little at a time. Let me read what you have as you do it! I'm here to help!

Criminal Justice Memoirs

Scale Criteria	1 (Below Standard)	2 (Needs Improvement)	3 (Meets Standard)	4 (Exceeds Standard)
<i>Identifies and describes types/causes of crimes and effects on victims</i>	Incorrectly identifies Brunetti’s crime. Does not describe causes of crime. Does not describe impact of crimes on victims.	Correctly identifies Brunetti’s crime and category. Describes 1 cause of crimes. Describes 1 impact of crimes on victims.	Correctly identifies Brunetti’s crime and category. Describes 2 causes of crimes. Describes 2 impacts of crimes on victims.	Everything in meets standard PLUS: describes more than 2 causes and impacts.
<i>Analyzes the criminal justice process in America.</i>	Incorrectly describes or omits 3 or more steps in the process. Correctly identifies 1 protection or liberty found in the process and connects it to an amendment or court case.	Correctly explains all but 1 or 2 steps in the process. Steps lack detail. Correctly identifies 2 protections/liberties found in the process and connects those to an amendment or court case.	Correctly explains each step in the process with good detail. Correctly identifies 3 protections/liberties found in the process and CLEARLY connects those to an amendment or court case.	Everything in meets standard PLUS: identifies and explains more than 3 protections or liberties.
<i>Correctly describes steps in the appeals process, defenses, and sentencing.</i>	Does not describe steps in the appeals process. Incorrectly describes defense in trial OR fails to describe any other options. Incorrectly describes sentence given in trial OR fails to provide other options.	Correctly describes one step in the appeals process. Correctly describes the defense used in the trial and correctly describes 1 other option. Correctly describes the sentence used in the trial and correctly describes 1 other option.	Correctly describes two steps in the appeals process. Correctly describes the defense used in the trial and correctly describes two other options. Correctly describes the sentence received in the case and correctly describes two other options.	Everything in meets standard PLUS: correctly describes more than two options in EACH category.
<i>Evaluates the role of beliefs and ideals in the criminal justice system.</i>	Does not connect portions of the criminal justice system to any beliefs/ideals. Merely mentions that beliefs have changed over time. Offers a change to the criminal justice system, but fails to explain the impact of that change.	Connects beliefs/ideals to portions of the criminal justice system, but connection is not clear. Does not use specific examples in discussion of changing beliefs. Offers 1 change that could be made to the system and explains how that change would affect the system.	CLEARLY explains connections between multiple beliefs/ideals to portions of the criminal justice system. Explains using specific examples whether/how beliefs have changed over time. Offers 2 changes that could be made to the system and explains how those changes would affect the system.	Everything in meets standard PLUS: offers more than 2 changes that could improve the system and explains them thoroughly.

Product rubric

Scale Criteria	1 (Below Expectations)	2 (Needs Improvement)	3 (Meets Expectations)	4 (Exceeds Expectations)
<i>Each chapter meets paragraph requirements</i>	1-2 of the sections meet paragraph requirements.	3 of the 5 sections meet paragraph requirements.	4 of the 5 sections meet paragraph requirements.	All 5 sections meet paragraph requirements
<i>Memoirs written in accordance with publishers format requirements</i>	None of the publisher’s requirements are met perfectly. (There is at least 1 problem with the typing, title page, and mechanics)	1 of the publisher’s requirements is met perfectly.	2 of the publisher’s requirements are met perfectly.	All 3 of the publisher’s requirements are met perfectly.

to report on the verdict I told my camera man that this whole case was wrong. I think Bruneti should have got like 5 years probation. This is why juries are very important.

CHAPTER 5: Beliefs and Ideals in America

I don’t think the court process in America is very fair. We say we believe in equal rights and equal protection, but do we really? Why don’t we get people good lawyers instead of just giving them some random district attorney? At least we do give people the chance to get a lawyer. When the Bill of Rights was first passed, it didn’t apply to the states but we knew that was wrong. Thankfully, because of Clarence Gideon and Danny Escobedo we do give people attorneys but they are not always good. Another thing we do that is based on our belief is the idea of getting a jury. In the old colonies, people did not always get juries. That was a change in the Bill of Rights more specifically the 4th amendment. That is still in practice today. Basically we want other people to decide our fate instead of some corrupt judge. I think the court process is better now than in the early days of the country. Bruneti got many people to hear his case and a pretty fair trial, which is something we believe in in America.

Two changes I think should be made to the court system are using DNA evidence and having victims appear in court. As we read in our articles, 89% percent of Americans believe that DNA evidence is extremely accurate. If that is our belief then we should make a decision that no one in this country can be committed of a crime unless there is DNA evidence to support it. As we have read and discussed, eyewitness accounts are not always accurate. If we did this, I think there would be fewer people going to jails and prisons. Of course, the police don’t want this because you don’t always have DNA evidence. I also think that it should be mandatory that if someone wants to press charges they should have to come testify in court. This might make trials longer but they would be more fair.

Well, thank you for reading my memoirs. The Haley Bruneti case was one of the most exciting cases in the history of courts and I was happy to cover it for the Morrow Tribune.