April 14, 2010    8:30 - Noon
Summative Assessment using
Performance Assessment

- Today is all about devising a summative performance assessment for your unit
- The goal by the end of today is to have a fleshed out performance assessment and corresponding rubric

- By Sun night, Submit *Phase 2*
  *(Recommended to also submit perf assmt/rubric)*

- April 21: Small groups—Alpine 201 . . .
Small Groups: April 21 Alpine 201

- 9 – 9:30 English
- 9:30 – 10 Math
- 10 – 10:30 Science
- 10:30 – 11 Soc St (Imperialism)
- 11 – 11:30 Soc St (Great Depr)
Attachment 3: Summative Performance Assessment

Detailed summative assessment related to one or more of the unit’s instructional goals
Detailed summative assessment related to one or more of the unit’s instructional goals. This should include any instructions or prompts you will provide to the students. Also include a rubric and/or other applicable evaluation criteria used to assess levels of mastery related to quality, proficiency, performance, and/or understanding.
## Difference between *formative* & *summative* assessment

<table>
<thead>
<tr>
<th><strong>Formative</strong></th>
<th><strong>Summative</strong></th>
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<tbody>
<tr>
<td>● Monitor student progress on an ongoing basis throughout the unit</td>
<td>● End-of-unit measurement of students’ ability to apply the knowledge and skills they have acquired.</td>
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<td>● Inform the teacher about what is working, what isn’t and what adjustments to the plan are needed</td>
<td>● Requires students to demonstrate the extent they have met the <em>big ideas</em> and <em>instructional goals</em>.</td>
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<td>● Identify struggling students who need direct interventions</td>
<td>● Provides a “post-test” comparison to the “pre-test” diagnostic before the unit began</td>
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<td>● Provide quick feedback to students with opportunities to improve</td>
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What is a Performance Assessment?

- A complex scenario that provides students an opportunity to demonstrate what they know and are able to do concerning a given big idea.

- The components of the framework for the performance task are outlined in the acronym GRASPS:
  - **Goal**: the purpose of the task
  - **Role**: explains student involvement in the scenario
  - **Audience**: the people the students address
  - **Situation**: explains the scenario
  - **Product**: tangible evidence of understanding
  - **Standards/criteria**: how to complete task successfully
Outline for writing your Performance Assessment using GRASPS:

- **GOAL:**
  Provide a statement of the task.
  Establish the goal, problem, challenge, or obstacle in the task.

- **ROLE:**
  Define the role of the students in the task.
  State the job of the students for the task.

- **AUDIENCE:**
  Identify the target audience within the context of the scenario.
  Example audiences might include a client or committee.

- **SITUATION:**
  Set the context of the scenario.
  Explain the situation.

- **PRODUCT:**
  Clarify what the students will create and why they will create it.

- **STANDARDS and CRITERIA [INDICATORS]:**
  Provide students with a clear picture of success.
  Identify specific standards for success.
  Issue rubrics to the students or develop them with the students.
<table>
<thead>
<tr>
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<th>Outline Your Task Here</th>
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<tbody>
<tr>
<td><strong>G</strong></td>
<td>GOAL: What is the GOAL in the scenario? What is the task – overall? [develop a presentation, create a product, illustrate a process, perform a complex act]</td>
</tr>
<tr>
<td><strong>R</strong></td>
<td>ROLE: What is the ROLE you are to take? [expert, instructor, student, apprentice, worker, member of the public]</td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>AUDIENCE: Who is your AUDIENCE? Who will evaluate your performance or product? [instructor, self, peers, experts, public]</td>
</tr>
<tr>
<td><strong>S</strong></td>
<td>SITUATION: What is your SITUATION? What is the context in which you will perform or produce? What is the need; the place; the requirement; where is it to happen; what are the environmental conditions, etc.?</td>
</tr>
<tr>
<td><strong>P</strong></td>
<td>PERFORMANCE/PRODUCT/PROCESS: What is the PERFORMANCE CHALLENGE? What are you to do or create that will be judged as evidence of successful completion of the intended outcome? [a class presentation, a model, a poster, a term paper, a lab demonstration, troubleshooting &amp; repair]</td>
</tr>
<tr>
<td><strong>S</strong></td>
<td>STANDARDS of PERFORMANCE: By what CRITERIA / STANDARDS / INDICATORS OF SUCCESS will the performance/product/process be judged? What expectations must it meet? What will be the indicators of success? [rubric, exemplars, key, checklist, rating scale, etc.]</td>
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Sample GRASPS Task

- **Goal:** You will produce a podcast that showcases strategies, teachings, inspirational sayings and experiences to help fifth grade students succeed in sixth grade around the world.

- **Role:** You will work in teams to research, author, record and broadcast your podcast.

- **Audience:** Students moving on around the world though iTunes, class blog, and the internet.

- **Situation:** You are moving on to sixth grade and need a variety of strategies, teachings, inspirational sayings and experiences that will help you succeed.
Sample GRASPS Task (con’t)

- **Product Performance/Standards:**
  
  Your podcast will be posted on the class blog and on iTunes. A successful podcast will include:
  
  - Strong, clear speaking voice
  - Modulated voice with emotion and emphasis
  - Teachings or inspirational sayings that can directly provide guidance for students transitioning to sixth grade
  - 3 strategies linked to an experience that sixth graders will have designed to help fifth graders succeed
  - A written script with proper grammar
  - Engaging language
  - Audio enhancements
Once the students have created the assessment product...

How do you evaluate it to determine whether or not the students got what you expected them to get?
Content Understanding

- 4 (Exceptional):
- 3 (Exceeds Expectations):
- 2 (Meets Expectations):
- 1 (Below expectations):

Product/Performance Quality

- 4 (Exceptional):
- 3 (Exceeds Expectations):
- 2 (Meets Expectations):
- 1 (Below expectations):
## Sample Rubric for Performance Assessment

<table>
<thead>
<tr>
<th>Levels:</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Understanding of Content</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Product and/or Performance Quality</td>
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# Sample Rubric for Problem-Solving Assessment

<table>
<thead>
<tr>
<th>Levels:</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria:</strong></td>
<td></td>
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<td></td>
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<tr>
<td><strong>Informed</strong></td>
<td>Student does not carry knowledge over from one problem to the next.</td>
<td>Student occasionally transfers knowledge from one problem to the next.</td>
<td>Student often transfers knowledge from one problem to the next.</td>
<td>Builds on prior knowledge and experience. Goes over work thoughtfully.</td>
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<tr>
<td><strong>Correct</strong></td>
<td>Student answers the question incorrectly and displays no understanding of the question.</td>
<td>Student answers the question incorrectly but displays some understanding.</td>
<td>Student answers the question correctly but demonstrates limited understanding.</td>
<td>Student answers the question correctly and demonstrates understanding.</td>
</tr>
<tr>
<td><strong>Accurate</strong></td>
<td>Student avoids solving for accuracy, has little confidence, gives up easily.</td>
<td>Student does not approach unfamiliar problems with confidence.</td>
<td>Student approaches almost all problems with confidence.</td>
<td>Approaches familiar and unfamiliar problems with confidence. Persists despite difficulty.</td>
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Sample Performance Assessments

High School Social Studies

Middle School Science
Your turn . . .

- Come up with just ONE fleshed out performance assessment using GRASPS and written in student-friendly directions.
- Come up with a corresponding rubric with at least 2 criteria categories and 3 levels of mastery.
- This will be submitted along with your final unit plan submission.
Put Your Performance Assessment and Rubric to the Test

1. Does your performance assessment sufficiently address each component of GRASPS?
2. Have you written the performance assessment in student-friendly instructions?
3. Does your performance assessment meet the “validity” test? That is, can you answer “no” to both of the “validity” questions?
4. Do you have a rubric that contains at least 2 criteria (one for understanding of content and one for product/performance quality) and 3 levels of mastery?
5. Are these criteria and levels realistically aligned with your particular performance assessment?
Validity: Can you answer NO to these 2 questions?

1. Will the student be able to do well on the assessment even with limited understanding?
2. Could the student do poorly on the assessment yet have a deep understanding of the material?