Engaging Students Through Performance Assessments

Lago Vista ISD Professional Development

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Lesson Frame

* We will learn the steps to creating effective performance assessments.
* I will use the steps we review to create an effective performance assessment for my students.

Small Group Purposeful Talk

* What knowledge and skills must you impart to students so that they will enter next year's class with confidence and a readiness for success?

* How do you know what they need to know?

Part 1:
Priority Standards

Identifying the priority standards, which are simply the main content standards for a unit

Review

* What standards in your content area are the most important? So important that you would intervene to make sure that students learn them?

* Do they meet the criteria?
  * Readiness
  * Endurance
  * Leverage

Part 2:
"Unwrapping" Standards

Identifying essential concepts and skills found in the standards

"Unwrapping" Standards: Practice Activity

* Start with one standard in your content area
* Select two standards to teach through performance assessment
* Underline important concepts (nouns) and circle important skills (verbs)
* Create a graphic organizer for concepts and skills you "unwrap"

Self-Checking Questions After "Unwrapping"

* Are *all* concepts and skills in selected standards and indicators represented on graphic organizer?

* Could you put away the standards and teach confidently from the "unwrapped" version?

* Would other educators identify the *same* concepts and skills if they "unwrapped" the *same* standards?

Part 3:
Performance Assessments and Engaging Scenarios

Designing and activity where students "do" the standards and an engaging scenario or hook to pique their interest

Standard Terms and Definitions

* *Performance Assessment*
  * An activity that students do to develop their own understanding of concepts and skills found in the standards
  * *An activity where students DO what the standard asks.*

Why Performance Assessments?

* If all you want to know is what students memorized, quiz them!"

* "If you want to find out what students know and can apply, complex performances are required."

Alan November

TED Talk

Matching Assessments to Learning Targets

* The type of assessment depends on kind of learning to be measured

* Performance assessment is powerful tool to be used as *part* of your instruction and assessment *system*

* Select right tool for right job

Why Are Performance Assessments So Powerful?

* Establish clear learning targets
* Require students to "show what they know"
* Expect *all* students to be proficient
* Use consistent and fair scoring guides
* Provide multiple opportunities to revise and improve

Effective Performance Assessments

* Keep *focus on targeted standards*
* Apply content knowledge and skills to *real-world situation*
* Demonstrate student understanding to *external audience*
* Provide *evidence* that standards have been met
* Encourage students past proficiency

How Often To Use Performance Assessments

* Start small, build slowly – one or two performance assessments per unit
* Frequency increases as confidence grows!

Keep In Mind When Designing Tasks

* What are your desired *end results* for student learning?

* Can you "work backwards" – start with *culminating* assessment and then create the lead-up task(s) to get there?

Keep In Mind When Designing Tasks

* What *evidence* will demonstrate student attainment of those results?

* What *understanding and skills* do students need to successfully provide that evidence?

* After students work through the task, will they be able to demonstrate mastery of all parts of the unwrapped standard?

The Task Planner "SQUARE"

* Design your performance tasks guided by SQUARE

* Refer again to your "unwrapped" standards

* Answer the SQUARE questions with information recorded on your graphic organizer

The Task Planner SQUARE

*S	Which <u>S</u>TANDARD(s) will this assessment target?

*Q	Which Essential <u>Q</u>UESTION will this task address?

*U	Which <u>U</u>NWRAPPED content knowledge and skills will this assessment develop?

The Task Planner SQUARE

* **A**   What <u>A</u>PPLICATION of learning will this assessment require?

* **R**   What instruction, information, and <u>R</u>ESOURCES will students need?

* **E**   What individual <u>E</u>VIDENCE of learning will this assessment provide?

Activity: Design a Performance Assessment

* Write an overview of your performance assessment

* Begin detailing your performance assessment guided by task planner SQUARE

Evaluating Assessment Design

* Is the assessment planned for students an *authentic* application of knowledge and skills in the standard(s)?

* Is the student required to utilize higher-order thinking processes? How?

Evaluating Assessment Design

* Will proficient performance of assessment demonstrate student attainment of the standard(s)?

The Engaging Scenario

* Makes learning authentic
* Connects students to real world through real problem to solve or product to complete
* Acknowledges power of external audience – another class, another school, district, community, world

Relationship Between Assessment and Engaging Scenario

* Performance Assessments answer question, "*What* are we going to do?"

* Engaging Scenario answers question, "*Why* are we doing it?"

Effective Engaging Scenarios

* Present students with a <u>challenge</u>
* Connect learning to <u>real life</u> – "Why do we need to learn this?"
* Convey <u>importance</u> – "What does this mean to the student personally?"
* Acknowledge <u>audience</u> – "Can the student present the completed assessment to others?"

Activity: Plan Your Engaging Scenario

* Discuss and decide context or setting for your Performance Assessment

* Consider which way to use it in order to best "hook" students into active involvement

* Write your Engaging Scenario for your Performance Assessment using the SCRAP Planner

Questions and Discussion

What questions do you have regarding Performance Assessments and Engaging Scenarios?

Part 4:
Scoring Guides or Rubrics

Designing scoring guides to help guide students to mastery and normalize grading

Why Scoring Guides or Rubrics?

* The key to FAIRNESS – students will not remain engaged if success is a mystery

* Scoring guides motivate students to understand better and to produce high-quality work!

Tipping Rubric Activity

1. Choose your restaurant! Family style or elegant dining?

2. What would your server need to do to earn from you a 15% tip?

3. Now, what would he or she need to do to earn from you a 20% tip?

4. Take 10 minutes to write your criteria, and then we'll share out!

Scoring Guides: The Heart of Performance Assessment

* De-mystify the grading process!

* Share with students what "proficient" and "advanced" work looks like in terms of specific, observable criteria

* Students will then realize, "If I do this, then I have met or exceeded the standards!"

Scoring Guides Help All Students Succeed!

* Performance criteria shared *before* students begin work
* Contain specific language understood by all: students, teachers, parents
* Referred to frequently *during* completion of task
* Provide immediate feedback for improving work quality
* Used to assess *completed* task

Practical Scoring Guide Strategies

* Specificity is critical!
* Reliability comes from consistency in wording and format
* Clearly linked to standards and assessment

Small Group Purposeful Talk

* When students are working on a project, how do you currently communicate your expectations for proficient performance to them?

* Are the student projects consistent with the expectations you communicated? Why? Why not?

There Is No Perfect Rubric!

* Teachers don't need to be experts to begin — it's a *process*, not an event
* Allow time to experiment
* Don't "over-rubricize!"
* Save student work samples and rubrics from first year to share with next year's students
* Collaborate with teachers, students

Activity: Write Scoring Guides

* Review your first performance assessment directions

* Create a rubric using performance level labels students will understand

* Consider first what will constitute "proficient" performance

Activity: Write Scoring Guides

* Use language descriptors that are measurable and specific, language that students will understand

* Make sure scoring guide and task requirements fit "hand-to-glove"

* Repeat process for remaining tasks in your performance assessment (if you did more than one)

Questions and Discussion

What questions do you have regarding scoring guides?

Final Review of Performance Assessment Steps

1. Select Priority Standard(s)
2. "Unwrap" those standards
3. Plan the Performance Assessment
4. Create the Engaging Scenario
5. Write the Scoring Guide

Critical Writing

How do you think using performance assessments will impact your teaching? Student learning?