

Authentic Performance Tasks Assessment for Understanding

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Focus on provisions of HB930

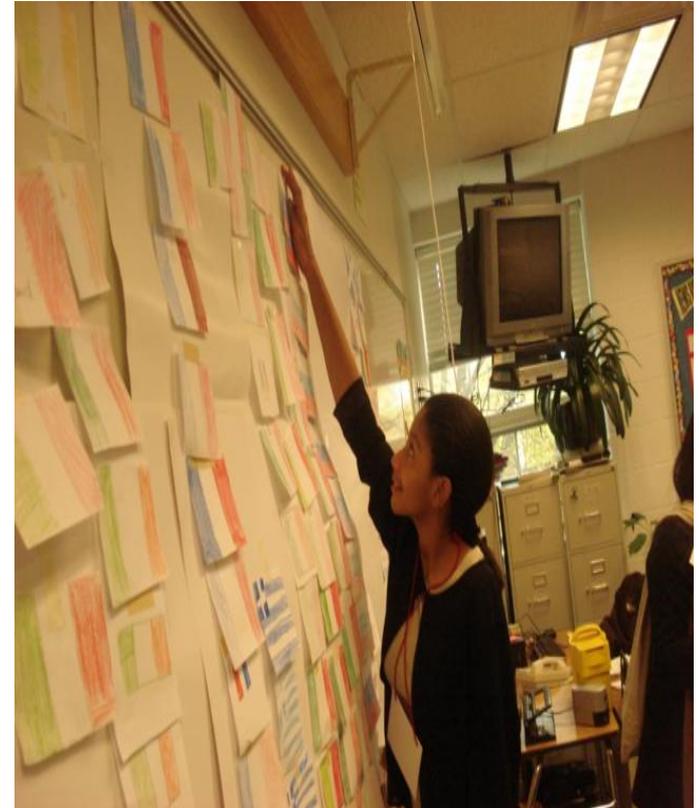
Each school board shall annually certify that it has provided instruction and administered an **alternative assessment**, consistent with Board guidelines, to students in grades three through eight in each Standards of Learning area in which a Standards of Learning assessment was not administered during the school year. Such guidelines shall (1) incorporate options for **age-appropriate authentic performance assessments** and portfolios with rubrics and other methodologies designed to ensure that students are making adequate academic progress in the subject area and that the Standards of Learning content is being taught; (2) permit and encourage **integrated assessments that include multiple subject areas**; and (3) emphasize collaboration between teachers to administer and substantiate the assessments and the **professional development of teachers to enable them to make the best use of alternate assessments.**

“Were all instructors to realize that the quality of mental process, not the production of correct answers, is the measure of educative growth something hardly less than a revolution in teaching would be worked.”

-John Dewey, *Democracy and Education*

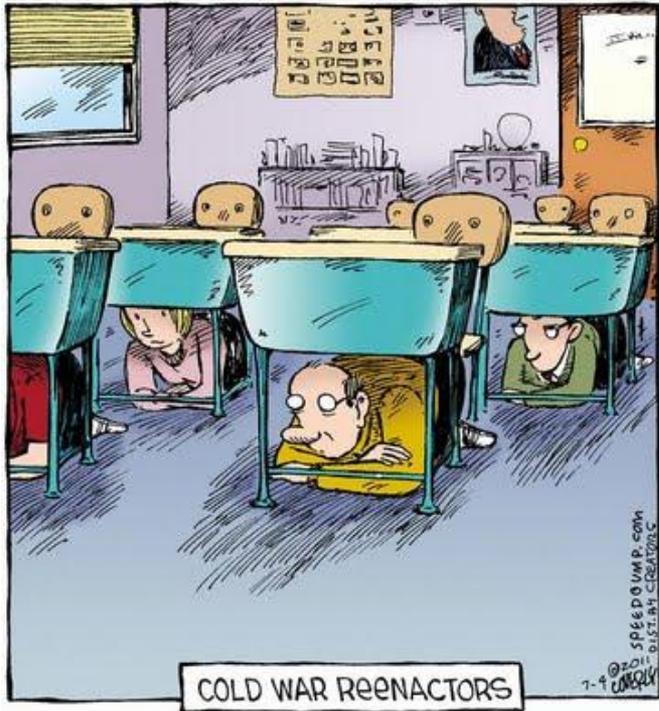
What are authentic performance assessment tasks?*

- Curriculum embedded and standards-based
- Focused on deeper understanding of content
- Focused on higher order thinking skills
- Often integrated with multiple disciplines



*Rogers and Graham. *Succeeding with Performance Tasks, Projects, and Assessments*. 2006.

How do authentic performance assessment tasks support student growth?*



Source: bilbosrandomthoughts.blogspot.com

- Require students to demonstrate understanding
- Allow students to analyze primary and secondary sources
- Allow students to improve literacy skills
- Equip students to explain, interpret, give perspectives, apply, and empathize in real world situations

*Rogers and Graham. *Succeeding with Performance Tasks, Projects, and Assessments*. 2006.

Why use authentic performance assessment tasks?*

- Allows students to apply knowledge
- Reduces decontextualization of testing
- Prepares students for college and real world opportunities to problem solve, communicate, create and collaborate
- Demonstrates interconnectivity of multiple academic disciplines
- Ensures differentiated engagement and personalization of instruction

Sample History and Social Science Authentic Performance Assessment Task*

CONCEPTUAL UNIT QUESTION: Did the transformation of the United States from an agricultural to an industrial nation ruin the country?

STANDARD: USII.4d

SCENARIO: It is 1910 and three industrialists— Cornelius Vanderbilt, Andrew Carnegie, and John D. Rockefeller, have received national attention. Each of these industrialists is a candidate in their states to be honored with a statue at the U.S. Capitol. As a citizen of the United States, you have an opinion on whether they should receive this honor. Choose one of the industrialists and write a speech providing your opinion on whether the honor is deserved. Provide specific evidence to support your opinion.

*Arlington Public Schools

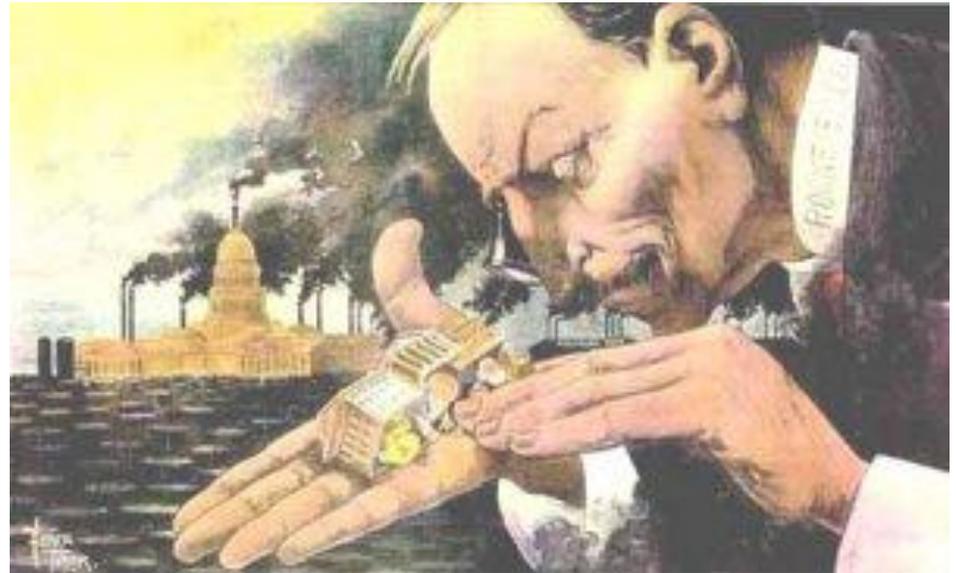
You will create a product that will:

- accurately describe the actions of the industrialist
- clearly state your opinion on whether the industrialist should be honored
- construct a persuasive argument either for/against the industrialist
- use content related vocabulary
- specifically incorporate evidence from at least 3 documents included in the task

Document A



Source:
<http://management.fortune.cnn.com/tag/andrew-carnegie/>



Source: <http://haleyghiringhelli.wordpress.com/>

Document B

With Mr. Rockefeller's genius for detail there went a sense of the big and vital factors in the oil business and a daring in laying hold of them which was very like military genius. He saw strategic points like a Napoleon and he swooped on them with the suddenness of a Napoleon. Mr. Rockefeller's capture of the Cleveland refineries in 1872 was as dazzling an achievement as it was a hateful one. The campaign ... viewed simply as a piece of brigandage, was admirable. The man saw what was necessary to his purpose and he never hesitated before it. His courage was steady -- and his faith in his ideas unwavering. He simply knew what was the thing to do, and he went ahead with the serenity of the man.

Excerpt *The History of Standard Oil* by Ida Tarbell

Suggested Rubric Categories to be Used in Authentic Performance Assessment Tasks Include:

- **Understands the Task Expectations**
- **Provides Evidence of Historical Thinking and Deeper Understanding of Content**
- **Uses Primary and Secondary Sources**
- **Communicates Task Findings through a Specific Product**

History and Social Science CONTENT and SKILLS LIST

CONTENT

- Content is accurate
- Content is complete

Adapted by Arlington Public Schools
from NCSS Essential Skills of Social
Studies Education

BASIC SKILLS

- Use relevant parts of a text, document, visual, audio, or electronic source
- Define and use content vocabulary/concepts
- Describe people, places, events and the connections among them
- Use maps, globes, graphic representations/tools
- Identify geographic features and locations
- Sequence events/information in chronological order
- Differentiate fact from opinion
- Distinguish between relevant and irrelevant information
- Identify patterns, interactions, connections, relationships, points of view/perspectives
- Determine similarities/differences, cause/effect, time/order, costs/benefits

ANALYSIS/INTERPRETATION SKILLS

- Analyze connections among eras, regions, issues
- Interpret history through artifacts, cartoons, primary and secondary sources
- Interpret patterns, interactions, relationships, points of view/perspectives
- Relate information from several sources or disciplines
- Predict and/or draw inferences/conclusions from factual materials
- Evaluate sources for validity, credibility, bias, propaganda, censorship

APPLICATION/SYNTHESIS SKILLS

- Formulate and construct reasoned arguments/questions from diverse perspectives/frames of reference
- Elaborate on evidence
- Reinterpret information from one format into another e.g. *print to visual, text to data tables, charts, graphs, diagrams, cartoons*
- Translate or link issues/events into meaningful situations/actions/other disciplines in the present or future
- Generalize/connect task to enduring understandings, key concepts e.g. *events from the past can inform the future; geographic regions can be defined in political, cultural, or physical terms*

COMMUNICATION SKILLS

- Use content accurately and meaningfully
- Use varied types of resources
- Express ideas clearly
- Communicate effectively in oral, written, visual formats
- Use appropriate mechanics for the selected product
- Use computer-based technology, media/communication technology to prepare products

ARLINGTON PUBLIC SCHOOLS

TRAIT SPECIFIC RUBRIC

Unit III: America Becomes an Industrial Nation

Category	4	3	2	1
Content	Demonstrates thorough and accurate understanding of the business practices and careers of the captains of industry and the positive and negative effects of their actions.	Demonstrates a complete and accurate understanding of the business practices and careers of the captains of industry and the positive and negative effects of their actions.	Demonstrates an incomplete understanding of the business practices and careers of the captains of industry and the positive and negative effects of their actions.	Demonstrates inaccuracies and misconceptions about the business practices and careers of the captains of industry and the positive and negative effects of their actions.
Basic Skills	Demonstrates mastery of identifying who the captains of industry were, the specific industries they worked in, and specific business practices of each.	Demonstrates identification of who the captains of industry were, the specific industries they worked in, and specific business practices of each without significant error.	Demonstrates a number of errors or omissions when identifying who the captains of industry were, the specific industries they worked in, and specific business practices of each.	Demonstrates many critical errors when identifying who the captains of industry were, the specific industries they worked in, and specific business practices of each.
Analysis/Interpretation Skills	Examines thoroughly all of the given documents. Analyzes and evaluates information from the documents to make meaningful conclusions about the positive and negative effects of actions of the captains of industry.	Examines several of the given documents. Makes a credible effort to analyze and evaluate information from some of the documents to make conclusions about the positive and negative effects of the actions of the captains of industry.	Examines some of the given documents. Makes little effort to analyze and/or evaluate information. Makes weak or irrelevant conclusions about the positive and negative effects of the actions of the captains of industry.	Gives no evidence that given documents were examined. Fails to analyze and evaluate information to make any conclusions about the positive and negative effects of the actions of the captains of industry.
Application/Synthesis Skills	Cites and elaborates on evidence from at least three of the given documents to develop an in-depth position on whether the captains of industry helped or hurt the country.	Cites some evidence from 1-2 of the given documents to identify a position on whether the captains of industry helped or hurt the country.	Cites some evidence from the given documents to restate information. Does not construct a clear position on whether the captains of industry helped or hurt the country.	Cites no evidence from the given documents. Does not construct a position on whether the captains of industry helped or hurt the country.
Communication Skills	Product is well organized with clearly stated, complex ideas supported by citations from the documents and effectively conveys the message.	Product is somewhat organized with clearly stated basic ideas supported by citations from the documents and adequately conveys the message.	Product is poorly organized. Ideas may be unclear and/or weakly supported by the documents and poorly conveys the message.	Product is unorganized with irrelevant statements and no document citations and fails to convey the message.

What do we need to implement authentic performance assessments in schools across Virginia?

- **Time to create rich and rigorous assessments.**
- **Professional development to:**
 - enrich instruction and to prepare for authentic performance tasks.
 - implement and evaluate these tasks.
- **Financial support for task development and professional development for teachers.**
- **Clear guidelines from VDOE on defining alternate assessments as authentic performance assessments.**

SUGGESTED IMPLEMENTATION:

Year 1--

Professional development in authentic performance assessment tasks and parallel performance instruction.

Implementation of at least one division level authentic performance assessment task per non-SOL tested course.



Year 2--

Full implementation of authentic performance assessment tasks as the measure of mastery of the year's curriculum for non-SOL tested courses.

The VCSSSCE leadership is committed to developing authentic performance assessment tasks that can be used across the state.



The VCSSSCE will use its October, 2014 meeting to collaborate in the creation of authentic performance assessment tasks and appropriate rubrics for the measurement of student mastery.

Questions?