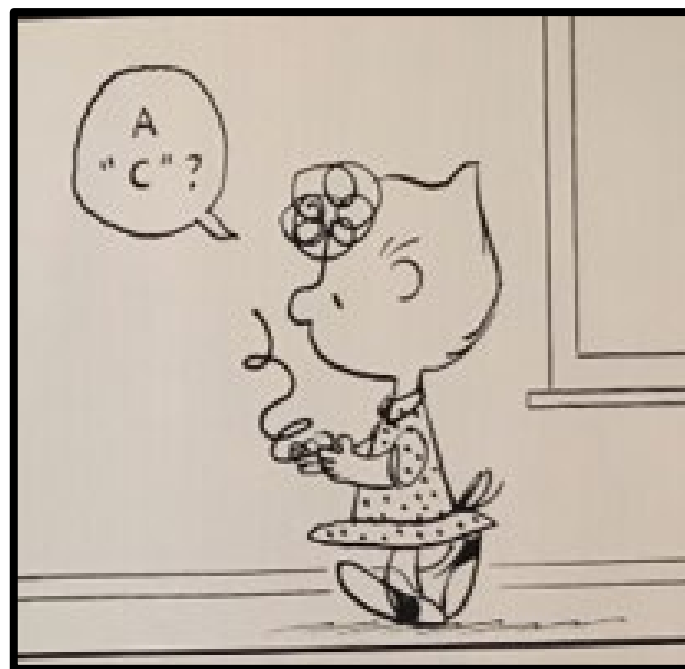
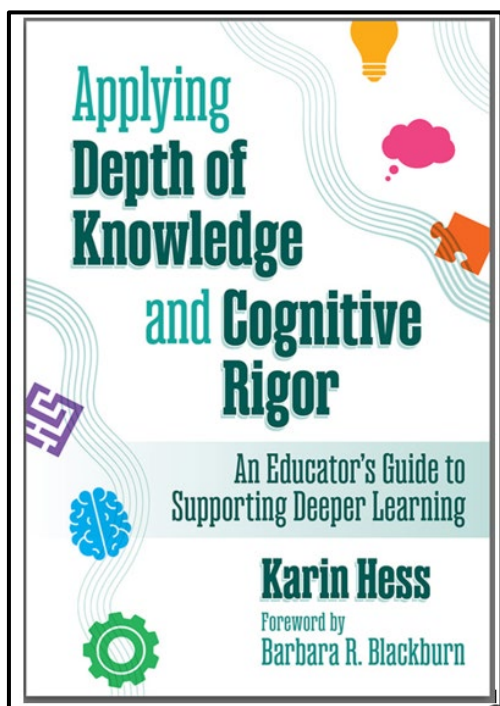
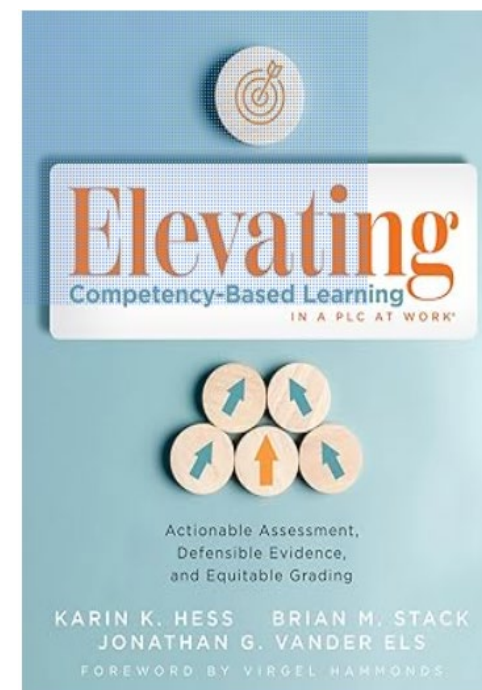


Tools for Developing Performance-Based Assessments and Performance Scales



Dr. Karin Hess
www.karin-hess.com





What skills and knowledge are we designing assessments for?



Today We'll Explore

- How “**actionable**” assessments along a continuum can advance and deepen student learning
- What makes **assessment evidence** defensible?
- Tools for designing and using **assessments of products AND processes of learning** leading to learning transfer

What makes assessment “actionable”?

1. **assessment questions and tasks are designed to “uncover” what the student is thinking**, not simply what the student remembers;
2. **assessment evidence can be interpreted in terms of where a student is “right now”** along a learning continuum (not a teaching continuum);
3. **assessment evidence can be used to provide actionable feedback to students** to develop self-reflection skills, helping them to better understand themselves as learners, in addition to understanding the content they are learning

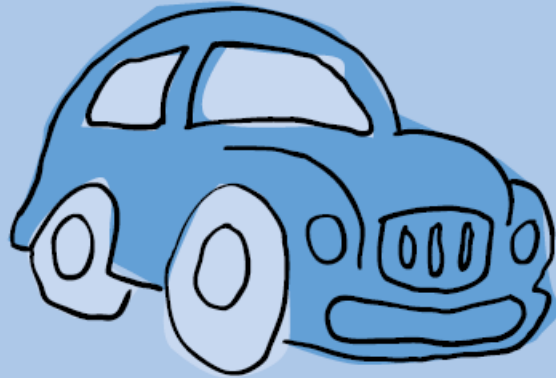
Applying DOK & Cognitive Rigor, p. 72

Elevating CBL, p. 5

Counting Cars

Suggested Grade Span

Grades Pre K–K



COUNTING CARS

Max counts cars going past his house. First, Max counts 3 cars. Next, Max counts 1 car. Last, Max counts 2 cars. How many cars did Max count going past his house? Show and tell how you know.

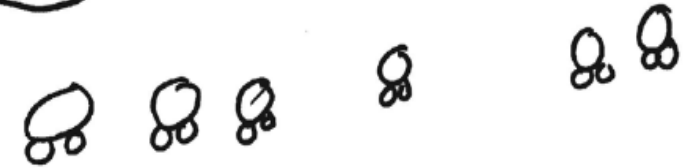


The Practitioner level meets the standard and is proficient in understanding the underlying mathematics of the task.

PRACTITIONER

P/S R/P	Com	Rep	Con	Ach. Level
P	P	P	P	Practitioner

	Assessment Rationales
Problem Solving/Reasoning/Proof	The child's strategy of making a diagram to represent three cars, one car, two cars works to solve the task. The child's answer, "Six cars," is correct and the child's solution supports this answer. <i>(Practitioner)</i>
Communication	The child orally counts each set of cars correctly and then combines the set and orally counts to six. The child also counts backwards from six to one correctly. <i>(Practitioner)</i>
Representation	The child's diagram of six cars is appropriate and accurate and is labeled in the scribing. <i>(Practitioner)</i>
Connections	The child makes the mathematically relevant observation, "I can also count backwards, 6, 5, 4, 3, 2, 1." The child also states, "The next car is seven." The child's comment, "I want to be seven. My brother is," is not mathematically relevant. <i>(Practitioner)</i>



"I made Max's house. And I made the cars. First, I did three cars (counted 1, 2, 3). Next, I did one car (counted 1). At the end I did two cars (counted 1, 2)."
 [How many cars did Max count?]
 "3, 4, 5, 6 (child stated three for the first three and counted on). Six cars. I can also count backwards 6, 5, 4, 3, 2, 1. The next car is seven. I want to be seven. My brother is."
 —Scribed by Teacher

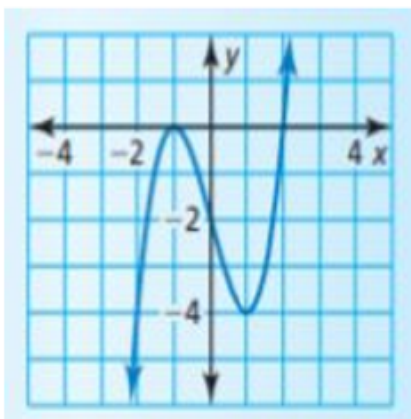
Scribing and documenting observations are essential when uncovering thinking of younger students.

Error Analysis Requiring Justification:

Advanced Algebra - Unit 3: Polynomial Functions

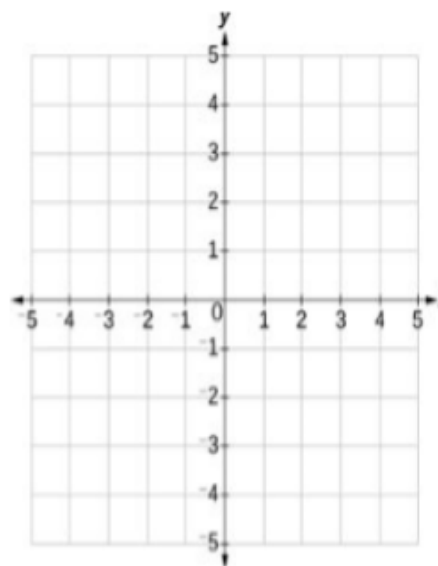
GSE9-12.F.IF.7, MGSE9-12.A.APR.3

12. For the function $f(x) = -(x+2)(x-1)^2$, describe the error that was made in graphing $f(x)$. Use zeros, end behavior, and multiplicity in your justification as necessary. Use the graph provided to sketch the correct graph.



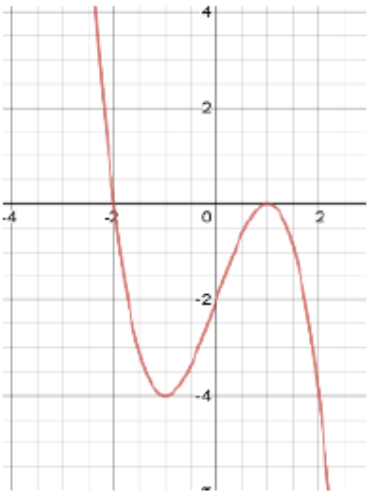
Justification

Sketch correct graph:



Alignment & Scoring Guide

[item #12 -- standard -- DOK 3 – Math Practices 12 possible score points – sample justification

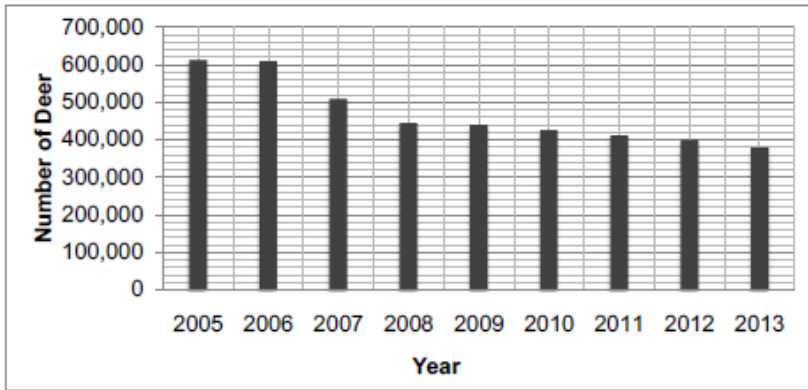
12	A.APR.3	3	3, 4, 6, 7	12
Standards for Mathematical Practices				
<ol style="list-style-type: none">1. Make sense of problems and persevere in solving them.2. Reason abstractly and quantitatively.3. Construct viable arguments and critique the reasoning of others.4. Model with mathematics.5. Use appropriate tools strategically.6. Attend to precision.7. Look for and make use of structure.8. Look for and express regularity in repeated reasoning.				
<p>6- Correctly identifies the errors with zeros, end behavior, and multiplicity (3 pts each) and corrects the errors using appropriate math language. (3 pts each)</p> <p>6- Correctly sketches polynomial identifying the zeros, end behavior, and multiplicity (2pts each)</p>				
<p>Justification: In the provided graph, the zeros are at $x=-1$ and $x=2$. However, the function indicates that the zeros occur at $x=-2$ and $x=1$. The end behavior should be $\text{as } x \rightarrow -\infty, f(x) \rightarrow \infty$; $\text{as } x \rightarrow \infty, f(x) \rightarrow -\infty$. The $x=-2$ has a multiplicity of 1 and $x=1$ has a multiplicity of 2.</p> 				

Deer Population in Colorado

Introduction

Scientists have noticed a big change in the number of deer in Colorado. They have collected a lot of data related to this change. In this task you will look for patterns in the data and identify the possible causes for the change in the number of deer in Colorado.

Figure 1: Change in Number of Deer in Colorado from 2005 to 2013



1. Scientists collected data and created the graph above to show the number of deer in Colorado between 2005 and 2013. Examine the data on the graph. Write a few sentences to describe the change in the number of deer and any patterns you observe in the graph. Be sure to use data from the graph to support your answer.

Source: Excerpts from “[Deer Population](#)” short performance task.

3. Look at each figure (table or graph) on the next four pages.

Figures	What patterns do you see? Be sure to use data from the figure to support your answer
Figure 2: Average Yearly Rainfall	
Figure 3: Amounts of Two Types of Grasses	
Figure 4: Number of Deer and Elk	
Figure 5: Causes of Fawn (Baby Deer) Deaths	

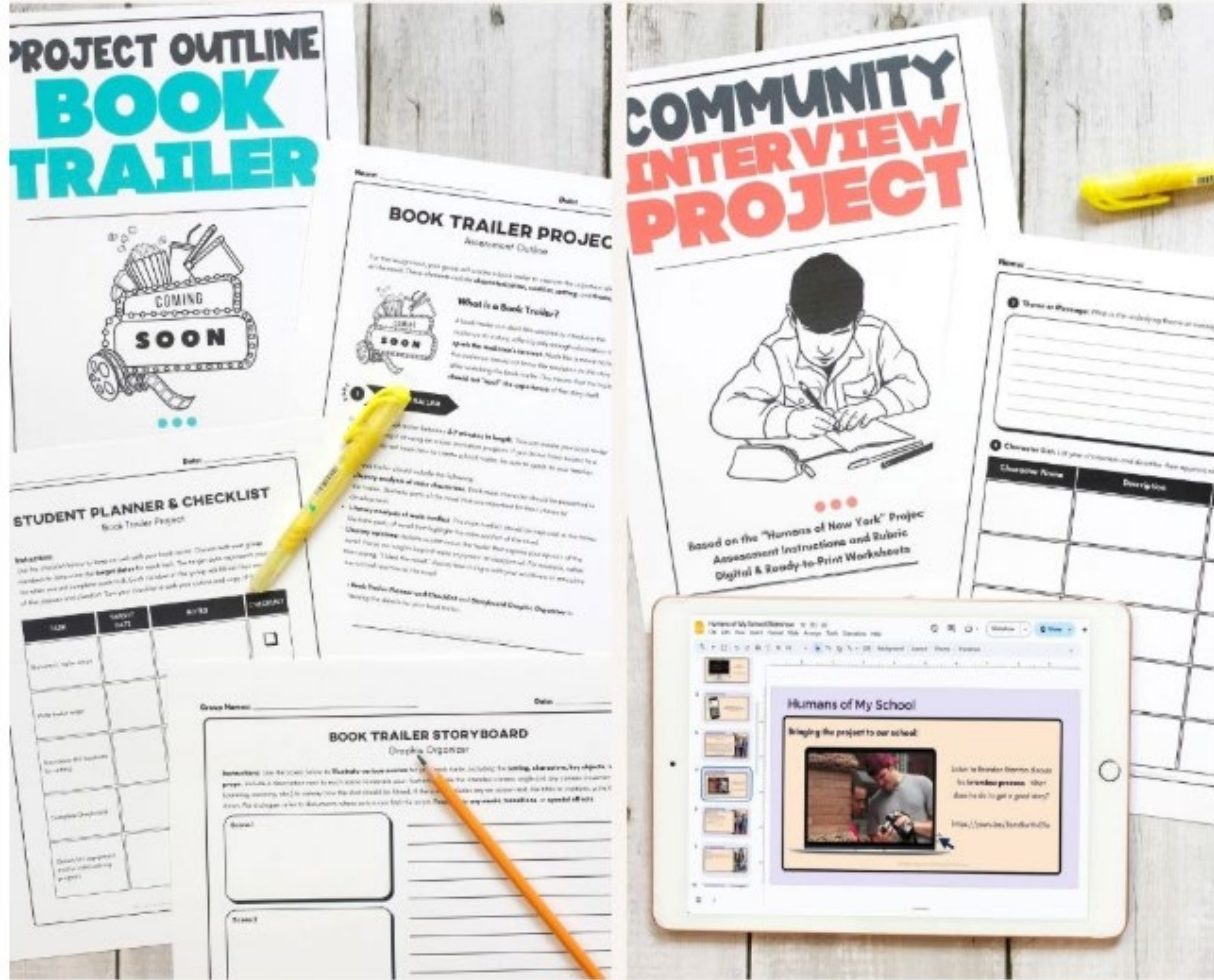
4. What do you think caused the change in the number of deer in Colorado?
 - Write a claim for the most likely cause or causes for the change in the number of deer in Colorado.
 - Support your claim with numerical data from the figures and your knowledge of what organisms need to survive within an ecosystem.
 - Share your reasoning (thinking)

Claim:

Evidence (Be sure to use data from the figures):

Reasoning

Project-Based Learning



Project-Based Learning Units
engage students in applying
multiple skills and concepts

- Book Trailers
- Mock Trials
- Community Interviews
- Debates
- “Real World” Research
- Graphic Novels and Comic Strips

Systematic
use of **actionable** instruction and
assessment
supports implementation of student-
centered learning

*What patterns do you see in Hattie's research in terms of instruction and assessment strategies with the greatest "effect" on learning?
(0.40 = 1 year's growth)*

Hattie Effect Sizes (2023)- Instruction

Cooperative learning = 0.53
Class discussions that seek & provide feedback = 0.82
Jigsaw method - peers teaching peers = 1.20
Student-centered teaching = 0.53
Concept mapping (building schema) = 0.62
Summarizing, Outlining = 0.62
Critical thinking = 0.81
Problem-based, Inquiry-based, Case-based, & Project-based learning = 0.60
Math reasoning-based problem-solving = 0.98
Science concept-based (uncover misconceptions) = 0.94
Students' ability to transfer learning to new situations = 0.86

Hattie Effect Sizes (2023)- Assessment Methods

Success criteria = 0.64
Students' ability to transfer learning to new situations = 0.86
Student self- and peer-grading = 0.54
Seeking help from peers = 0.68
Mastery learning = 0.67
Service learning = 0.53
Performance-based assessment (presentation, portfolio, project) = 0.67

Applying DOK & Cognitive Rigor, pp. 55 & 78

Evidence of cognitively demanding instruction and assessment is when...

- **Students can connect prior learning to new learning.**
 - [Hexagonal thinking](#)
 - [Quick sort review](#)
- **Students make thinking visible using collaboration and discourse.**
 - [Chat stations](#)
 - [The Jigsaw Method](#)
 - [Collaborative inquiry planning](#)
 - [Collaborative Error Analysis](#)
 - [math problem solving with reasoning](#)
- **Students generate questions that lead to them constructing deeper meaning.**
 - [TQE](#) – Thoughts, Question, & Epiphanies
 - Socratic [Fishbowl](#)
 - [Flash Philosophy](#) – alternate perspectives
 - [Barometer](#) – alternate perspectives
- **Students think metacognitively and can [transfer](#) what was learned to a new situation (far transfer).**



Socratic Soccer Ball
Class Discussion Activity

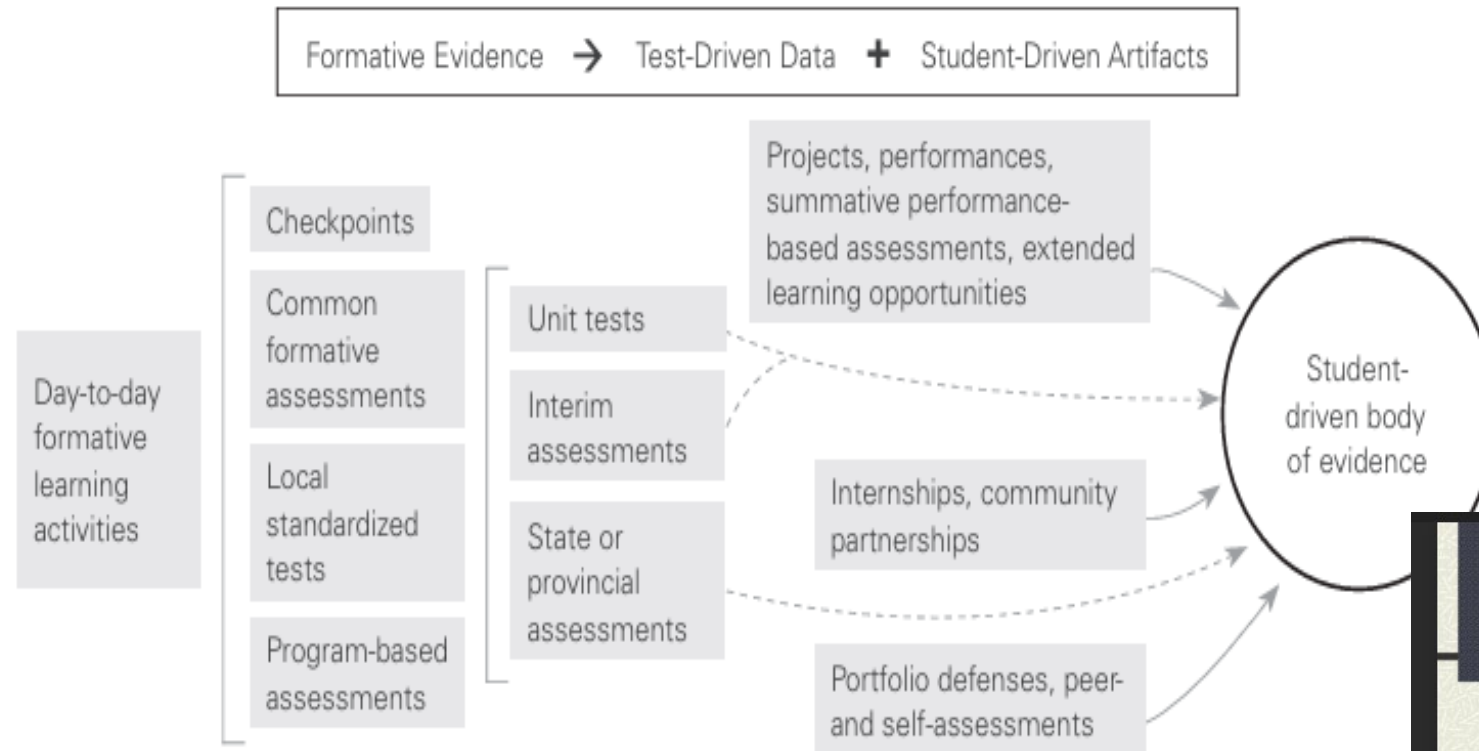


FIGURE 3.1: Balanced assessment systems and sources of evidence.

What types of evidence would we find in your students' "Bodies of Evidence" (e.g., digital portfolio)?

What is a Portfolio?



■ a collection of an individual's work

- purposeful
- representative
- self-directed

■ exhibits individual's "efforts, progress, and achievements" (Northwest Evaluation Association, 1990)

■ includes self-reflection



To what degree do students have input into what evidence is included in their BOE?

Download Student Input- Selecting Evidence for My BOE: [Adapted IMPACT TOOL #10](#)

CBL Design Principles	Does your Body of Evidence/BOE reflect...	Explain why you selected these examples for your BOE or Portfolio.
Students as empowered agents in all aspects of learning	<ul style="list-style-type: none"> ○ Your input/ownership: decision making or goal setting? ○ Learning experiences co-created with peers or adults? ○ Deeper learning through final products and self-reflections? 	
Meaningful, balanced assessment practices	<ul style="list-style-type: none"> ○ A variety of assessment formats? ○ A comprehensive picture of learning: products and learning processes? 	
Mindsets and structures to support the individual needs of all students	<ul style="list-style-type: none"> ○ Your diverse needs/strengths /cultural identity? ○ Authentic tasks aligned with rigorous expectations (e.g., learner profile, PLP, academic and personal competencies)? 	
Move on when ready through extension and enrichment	<ul style="list-style-type: none"> ○ Some common assessments and some optional/personalized assessments? ○ Your current understanding and challenges you overcame? ○ Your ability to transfer academic or personal competencies? 	
Pathways and pacing	<ul style="list-style-type: none"> ○ Your input into planning your learning pathways (in and outside of school)? 	
Equity embedded in culture, structures and pedagogy	<ul style="list-style-type: none"> ○ Performance-Based Assessments/PBAs: showing how you constructed meaning by actually “doing” and applying learning? ○ Both individual and group tasks? 	
Rigorous, common expectations for learning academic content, skills, and dispositions are evident	<ul style="list-style-type: none"> ○ Learning products that were authentically assessed and valued by the school community? ○ Your depth or breadth of understanding? 	

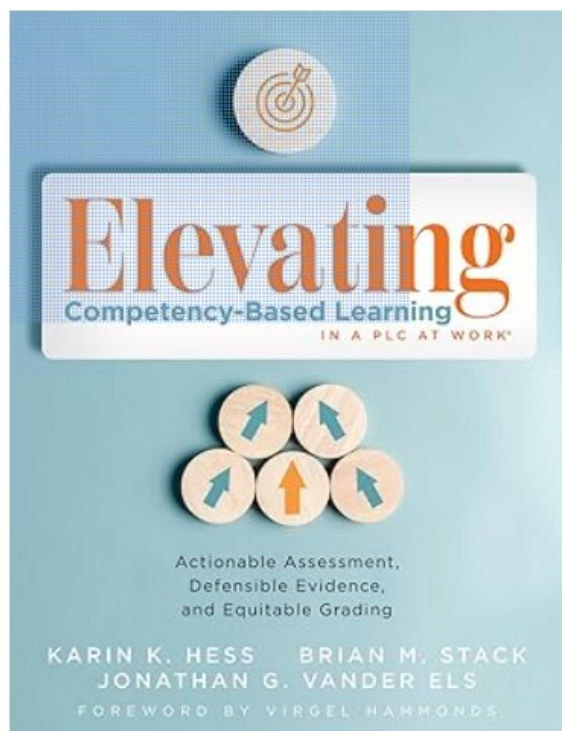
What makes assessment evidence “defensible”?

Assessments are used to collect evidence of learning; but not all evidence is created equal. Defensible Evidence is ...

- Well-aligned with agreed-upon **BROAD** learning expectations (e.g., academic competency statements, Profile of a Graduate, personalized competencies);
- Thorough (sufficient in the amount of assessment data and coverage);
- Balanced (using a variety of assessment tools and formats); and
- Well-organized around broadly stated learning goals (e.g., academic domains, career-based competencies, personalization goals).



*A defensible body of evidence has **IMPACT**: It should **Illuminate** deep learning, using **Multiple sources** and student-centered **Pedagogies**, promoting **Assessment** practices and **Collective actions** that are **Transparent** to all members of the learning community. [Elevating Competency-Based Learning, 2024]*



Student-Driven Body of Evidence

- Sufficient evidence collected *over time* using multiple assessment types, formats, and data
- Multiple competencies: academic, cross-curricular, and personalized; top end of performance scales
- Evaluated using common holistic rubrics, student input, and schoolwide guidelines for standard setting

Uses: Student-led conferences, portfolio defense, reporting, transcripts or graduation requirements

Performance-Based Summative Assessments

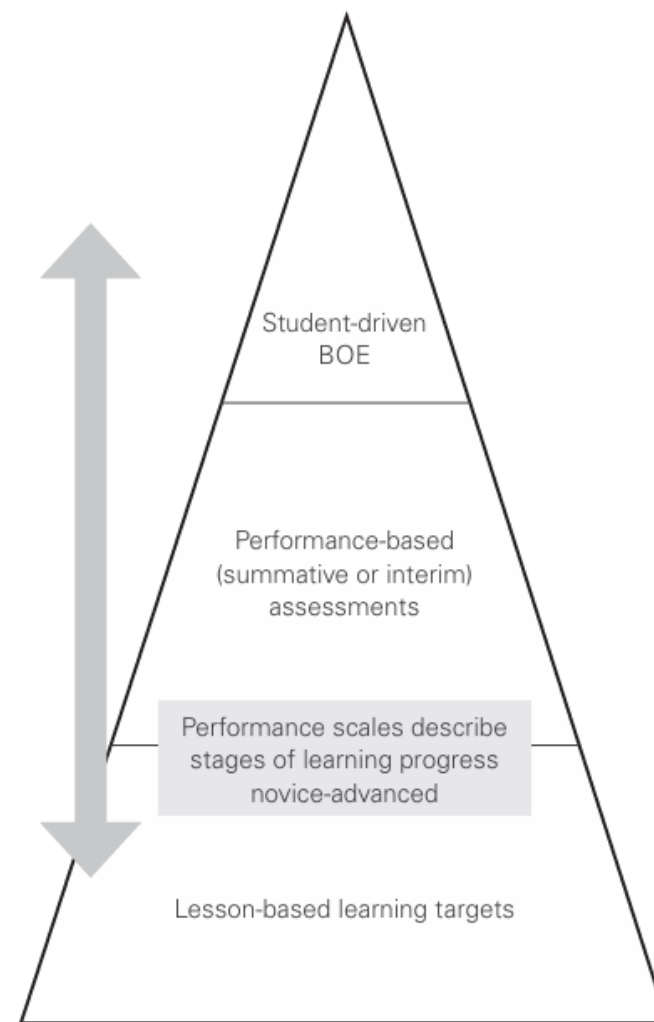
- Evidence from one or more academic or personalized competencies; top end of performance scales
- Assess transfer or construction of knowledge using multiple assessment types and formats
- Evaluated using common rubrics
- Verified to be included in the body of evidence

Uses: Evidence-based grading, reporting, determining proficiency in one or more competencies

Lesson-Based Learning Targets

- One or more parts of one competency from all levels of the performance scale
- Multiple assessment types

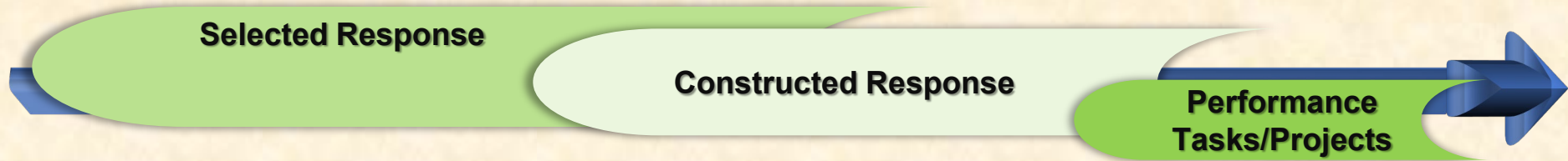
Uses: Diagnostic, formative, lesson planning, adjusting instruction, determining progress and supports for students



Source: Adapted from Hess et al., 2020.

FIGURE 4.5: The relationship among formative assessments, summative performance-based assessments, and student-driven bodies of evidence.

Instruction & Assessment Decisions...



<u>DOK 1</u> Recall and Reproduction	
Remember	Recall, locate basic facts, definitions, details, events
Understand	Select appropriate words for use when intended meaning is clearly evident.

<u>DOK 2</u> Skills and Concepts
--

Explain relationships Summarize State central idea
--

Apply

--

Use context for word meanings Use information using text features
--

<u>DOK 3</u> Reasoning and Thinking

Explain, generalize or connect ideas using supporting evidence (quote, evidence, data)
--

Use concepts to solve non-routine problems and justify
--

Analyze
Evaluate

--

--

Analyze or interpret author's craft (e.g., literary devices, viewpoint, or potential bias) to critique a text

Cite evidence and develop a logical argument for conjectures based on one text or problem

<u>DOK 4</u> Extended Thinking
--

--

-Explain how concepts or ideas specifically relate to other content domains.
--

Devise an approach among many alternatives to research a novel problem
--

Analyze multiple sources or multiple text Analyze complex abstract themes
--

Evaluate relevancy, accuracy and completeness of information across texts or sources
--

Create

--

--

Develop a complex model or approach for a given situation Develop an alternative solution
--

Synthesize across multiple sources/ texts Articulate a new voice, theme, or perspective
--

Short-Response Items

Short Performance Assessments (SPAs)

Instructionally-Embedded Assessments (IEAs)

DOK Levels	Teacher Roles	Student Roles
1	<ul style="list-style-type: none"> • Questions to focus attention (<i>Who? What? Where? How? When?</i>) • Directs, leads, demonstrates, defines • Scaffolds for access & focus 	<ul style="list-style-type: none"> • Acquires vocabulary, facts, rules • Memorizes, recites, quotes • Practices, restates
2	<ul style="list-style-type: none"> • Questions to differentiate/ classify, draw out inferences, check conceptual understanding (<i>Why? What conditions? Give example/non-example?</i>) • Builds conceptual schemas 	<ul style="list-style-type: none"> • Explains relationships, sorts, classifies, compares, organizes • Makes predictions based on estimates, observations; proposes
3	<ul style="list-style-type: none"> • Questions to probe reasoning and underlying thinking (<i>How do you know? What is the hard evidence?</i>) • Designs tasks requiring reasoning & proof 	<ul style="list-style-type: none"> • Uncovers relevant, accurate, credible information or flaws in a design • Develops supporting (hard) evidence for conclusions or claims • Tests ideas, solves non-routine problems
4	<ul style="list-style-type: none"> • Questions to extend thinking, explore alternative sources, broaden perspectives (<i>What are the potential biases? Can you propose an alternative model?</i>) 	<ul style="list-style-type: none"> • Transfers and constructs knowledge • Modifies, creates, elaborates based on new sources • Investigates real-world problems and issues

Shifting Roles, Applying DOK & Cognitive Rigor, pp. 32-37




Hess PLC Tool #10: Analyzing Formative Assessments

Expected Understandings		Possible Misunderstandings	
Concepts & Reasoning	Skills & Procedures	Common Errors	Overgeneralizations
If I see evidence of this...how will it inform my instruction?	If I see evidence of this...how will it inform my instruction?	If I see evidence of this... how will it inform my instruction?	


Applying DOK & Cognitive Rigor, p. 83

Hess PLC Tool #10: Analyzing Formative Assessments



TOOL 10

ANALYZING FORMATIVE ASSESSMENTS STRATEGIC PLANNING TOOL



What (thinking/learning) will this formative assessment uncover?

List formative assessment task(s) or probing question(s):

Content Standard(s) Assessed:

Intended Depth-of-Knowledge (DOK) Level(s): DOK 1 DOK 2 DOK 3 DOK 4

LEARNING TARGET:

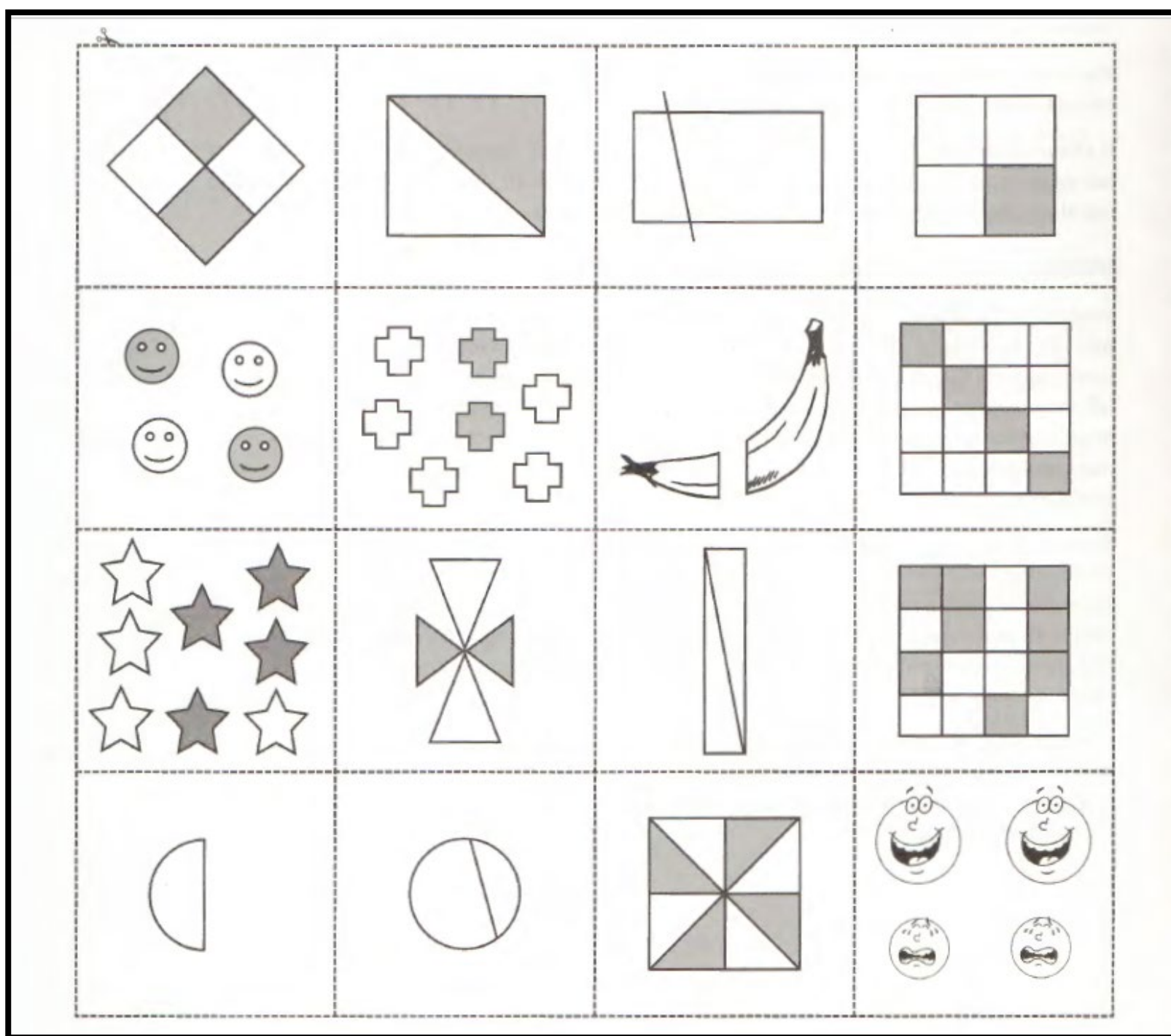
Expected Understandings		Possible Misunderstandings	
Concepts & Reasoning	Skills & Procedures	Common Errors	Overgeneralizations

1. Identify skills assessed + possible “common” errors
2. Identify reasoning + possible misconceptions

Expected Understandings		Possible Misunderstandings	
Concepts & Reasoning	Skills & Procedures	Common Errors	Overgeneralizations
If I see evidence of this...how will it inform my instruction?	If I see evidence of this...how will it inform my instruction?	If I see evidence of this... how will it inform my instruction?	

An Example Using
PLC Tool #10:

to Analyze
“Find A Half”

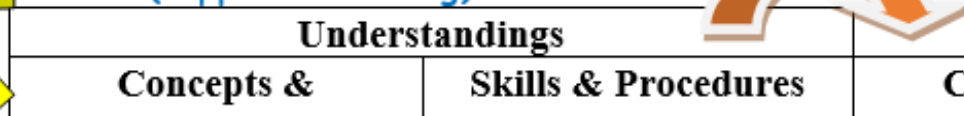


What (thinking/learning) will this formative assessment “probe” uncover?

List formative assessment tool or probing question: **Find a Half** (Treacy & Cairnduff. (2009). Revealing what students think: Diagnostic tasks for fractional numbers. Ascot, W.A.: STEPS Professional Development.)


Standard(s):

Intended Depth of Knowledge (DOK) Levels: **Counting (DOK 1), DOK 2 (compare, show relationships); DOK 3 (support reasoning)**



Understandings		Misunderstandings	
Concepts & Reasoning	Skills & Procedures	Common Errors	Overgeneralizations
<p>Generalizing the idea that a half means one of two <u>equal</u> parts; a half can be objects in a collection (set model) or half of one object or figure (area model).</p> <p>Finding examples and non-examples (DOK 2)</p> <p>Equivalence: 2 out of 4 or 3 out of 6, etc. is the same as “1/2”</p> <p>Supporting a conceptual response/solution with reasoning, modeling, etc. (DOK 3)</p>	<p>Counting (DOK 1)</p> <p>Partitioning shapes</p> <p>Comparing numbers or figures (DOK 2)</p>	<p>Ignores the size of each piece or the number of pieces in each part</p> <p>Cannot provide a reason for the sorting</p> <p>May lack visual discrimination skills</p> <p>Not able to generalize concept of half using both set and area models</p>	<p>Any shape/figure or number of objects with 2 (equal or unequal) parts means a half</p> <p>Something must be cut into 2 parts or physically separated to be a half</p>


Tool 12 – Student Work Analysis: Student Work to D-I-E For [1]



TOOL 12

STUDENT WORK ANALYSIS

Analyzing and Acting on Evidence



Subject Area: _____

Grade Level: _____

Unit/Topic: _____

Performance Task: _____

How used? Pre/formative Mid/Interim Post/Summative

Date administered: _____

Content Standards Assessed: _____

Intended Depth-of-Knowledge (DOK) Level(s): DOK 1 DOK 2 DOK 3 DOK 4

1. Using district or classroom assessment or rubric, describe expectations for performance.
(See wording of prompt, standards-specific rubric, Hess CRM, and/or standards to determine desired expectations.)

2. Quickly "sort" students' work by degree of objectives met. List student name or % in each category so you can track progress over time with each major assessment. (a) **Start by sorting two larger piles: met or not met.** You may also need a "not sure" pile at this point. (b) **Re-sort each pile:** not met = partially met but close vs. minimal; met = met vs. met plus more. (c) **Distribute any remaining work samples** by matching them to typical work from each set.

This is not scoring!

Objectives not met	Objectives partially met	Objectives fully met	Objectives fully met and exceeded

_____ % of class
_____ % of class
_____ % of class
_____ % of class

Applying DOK & Cognitive Rigor, p. 84

Subject Area: ELA

Grade Level: 7 & 8 Resource Room

Unit/Topic: Introduction to Argument Writing

Performance Task: _____

How used? Pre/formative Mid/Interim Post/Summative

Date administered: _____

Content Standards Assessed: _____

Intended Depth-of-Knowledge (DOK) Level(s): DOK 1 DOK 2 DOK 3 DOK 4

1. Using district/classroom assessment or rubric, describe expectations for performance.
(See wording of prompt, standards-specific rubric, Hess CRM, and/or standards to determine desired expectations.)

Create a multi-paragraph essay (DOK 3) with claim, supporting facts (DOK 1- accuracy; DOK 2 - organizing ideas), and conclusion on a given topic we've been studying and reading about. (DOK 4 - if drawing from multiple sources)

2. Quickly "sort" students' work by degree of objectives met. List student names/or % in each category so you can track progress over time with each major assessment. (a) **Start by sorting two larger piles: met or not met.** You may also need a "not sure" pile at this point. (b) **Re-sort each pile:** not met = partially met but close vs. minimal; met = met vs. met plus more. (c) **Distribute any remaining work samples** by matching them to typical work from each set.


This is not scoring!

Objectives not met	Objectives partially met	Objectives fully met	Objectives fully met and exceeded
Sam Alan Jose	Tristan Abby Aria Carl	Omar Frank Ebony Anna Owen	Maria Olivia

Tool 12 – Student Work Analysis: Student Work to D-I-E For [2]

- **Describe** – Typical evidence in each group’s work
- **Interpret** – What each group needs to show improvement
- **Evaluate** – Next steps for instruction – whole class? Targeted groups?


continued...



TOOL 12

STUDENT WORK ANALYSIS

Analyzing & Acting on Evidence



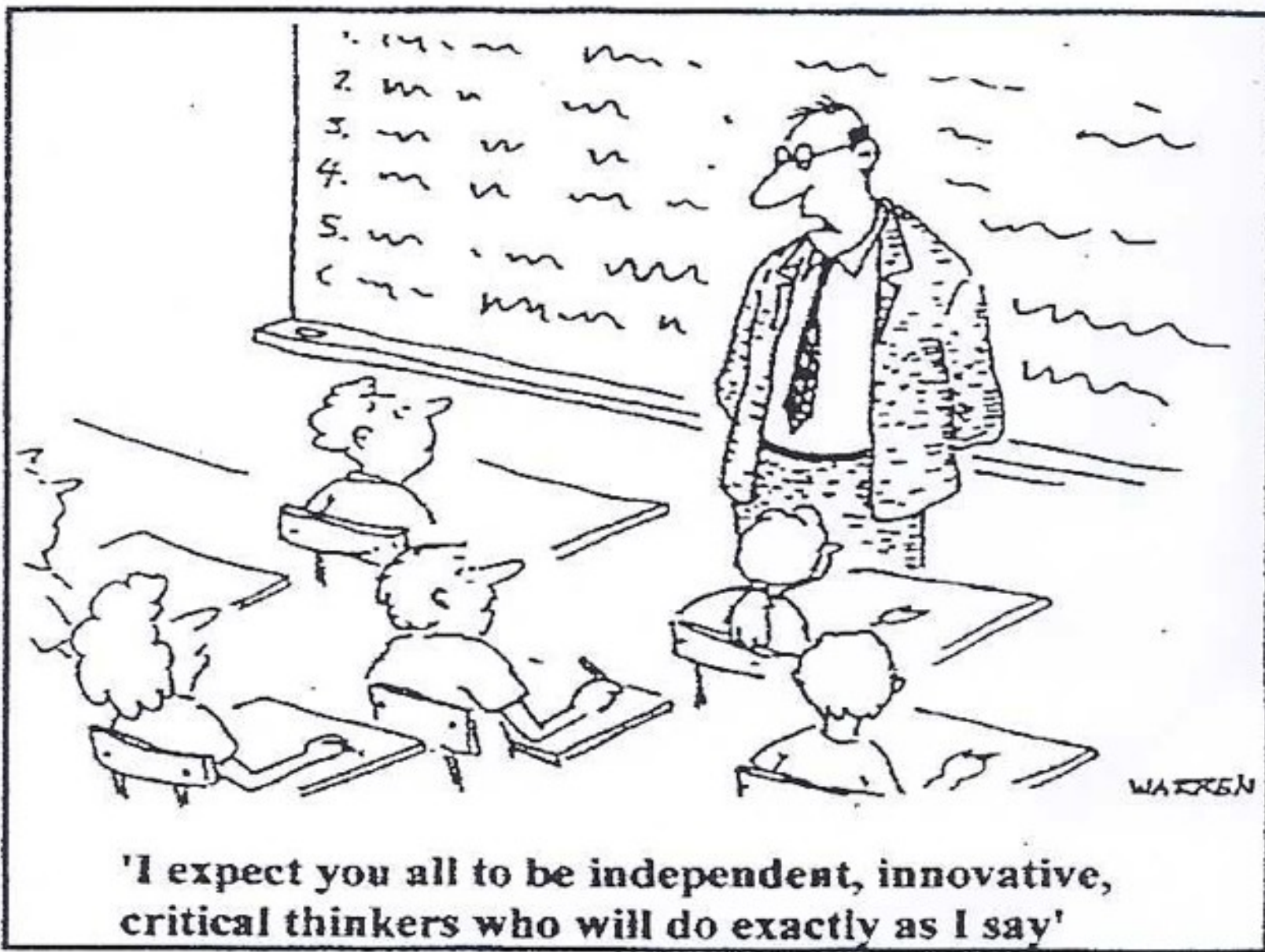
3. **DESCRIBE:** Choose a few work samples from each group/category and **describe** “typical” performance for most of these students or describe the specific performance of selected students in each group.

Objectives not met	Objectives partially met	Objectives fully met	Objectives fully met and exceeded
<p>1 paragraph</p> <p>vague topic sentence or no topic sentence used personal “facts” more than objective facts little or no content-specific terms used or used incorrectly no conclusion</p>	<p>2 paragraphs</p> <p>topic sentences for each paragraph, but no clear claim stated in paragraph 1 used objective facts and some content-specific supporting details one sentence/brief conclusion</p>	<p>3 paragraphs</p> <p>topic sentences for each paragraph, with clear claim stated in paragraph 1 used objective facts, content-specific supporting details some elaboration/explanation brief conclusion summarizing key points</p>	<p>3-4 paragraphs</p> <p>topic sentences for each paragraph, with clear claim stated in paragraph 1 used objective facts, content-specific details elaboration/explanation shows connection to bigger picture/issue hints at counter claim (in 4th paragraph, as part of conclusion) conclusion summarizing key points</p>

4. **INTERPRET:** Consider the next steps for instruction based on your **interpretation of the learning needs** of students in each targeted group and the overarching learning goals. **List learning needs below.**

Designing complex tasks, emphasizing student input and evidence-based solutions (See [Karin Hess's "Handy" Brain Model](#))

PBAs 1.0	PBAs 2.0	PBAs 3.0
<p>Engaging projects and problem-solving tasks <i>related</i> to curriculum</p> <p>Teacher designed and teacher directed</p> <p>Rarely assessed, if at all</p> <p>Subjective criteria (e.g., participation, creativity)</p> <p>Missed opportunities to document learning</p>	<p>Projects and problem-solving tasks <i>embedded</i> in curriculum</p> <p>Teacher designed and teacher directed with some student choice and voice</p> <p>Products = summative assessments of learning</p> <p>Success criteria and exemplars shared with students</p>	<p>Real-world problems addressing complex open-ended questions</p> <p>Engaging, student-driven, teacher facilitated</p> <p>Processes <u>and</u> products are assessed with clear criteria</p> <p>Student voice/choice, self-assessment, and peer-assessment valued as evidence of learning</p>



What are Characteristics of High-Quality Performance-Based Assessments/PBAs?

1. PBAs Integrate Knowledge and Skills (in multiple standards/competencies)
2. PBAs Require (Far) Transfer with Student Decision-Making
3. PBAs Are Open-Ended to Uncover (Critical & Creative) Thinking
4. PBAs Promote Authentic Doing and Sharing
5. PBAs Offer Productive Challenge
6. PBAs Spark Reflective and Metacognitive Thinking

Senario/**S**ituation – Describe the context (for a problem to be solved or task to be completed)

Task you will need to complete.

Audience – who you will share information with.

Roles and **R**esources available for you (or your team) in completing the task.

Self-Assessment **S**uccess Criteria:

- **Content** knowledge you understand and connections you can make.
- **Processes** and thinking skills you applied to complete the task(s).
- **Product(s)** that show evidence of what you learned.



Start Here

See Video – [“3D science” Stanford NGSS Assessment Project](#)

S	T	A	R	S		
Real-World Situation	In this task, you will ...	Peers? Others?	Roles & Resources	Content Big Ideas	Processes Tasks	Product(s) of Learning
Plan an event or class trip	Determine how best to spend or earn a given amount of money	Convince the class your plan is the best plan	?	?	Decide how to research ideas Create spreadsheet	Business plan with data, timeline Debate
A Design Challenge	Build or create a better way to _____	?	?	?	Plan, design, collect and analyze data	Build, test, and refine prototype
A "Messy Problem" in the news (e.g., A judge took a bribe ...)	Should the oath or guidelines for judges be changed?	?	?	What is in the oath a judge takes? Are there penalties?	Research points of view, past cases	Role play Public service announcement
Global Challenge	Choose one global issue -hunger, water, climate, health, etc.	?	Global organizations	?	Begin your research with a key word search	Call to Action
Solve a Multi-step	Redesign a floorplan					Present budget

Try creating a PB task prompt...

1. Decide what content & processes students will transfer
2. Identify a real-world context for the learning
3. What input/choices will students have?

Analyze this Prompt: **Content?** **Processes?** **Products?** Student Input/Choice?

*We've been learning about how authors use **rhetorical strategies** to communicate a message. Now you'll **apply what the use of rhetorical strategies to develop:***

- an original advertisement,*
- a speech on a debatable issue, or*
- a debatable scientific treatise.*

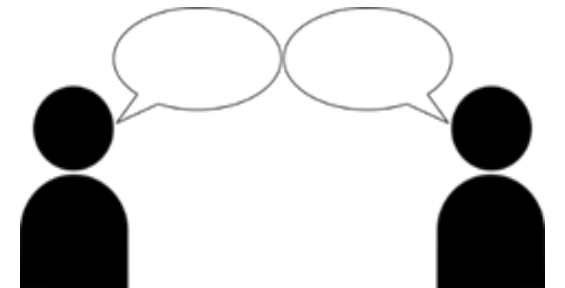
*Your peers will give feedback in a **critique** of the final product. Finally, you'll use feedback to write a reflection evaluating the **effectiveness of strategies used.***

		<h2 style="text-align: center;">Applying the Actionable Assessment Cycle</h2> <h3 style="text-align: center;">Matching Learning Targets to the Five Essential Teacher Moves</h3> <p style="text-align: center;">Adapted Planning Tool for Figure 7.2 (p. 160)</p> <p style="text-align: center;">Title of Unit of Study or PBL Examining Author's Craft</p>	
<p>Identify the Broad Learning Goal/Competency:</p> <p><u>The student will analyze how an author's content and rhetorical choices communicate a text's purpose.</u></p>		<p>Create an Overarching Essential or Driving Question (RbD, pp. 40-41)</p> <p>How do authors use rhetorical strategies to communicate the content of a message?</p>	
<p>Clarify Learning Targets</p>	<ol style="list-style-type: none"> Underline key learnings in unit goal. Create Learning Targets from skills/concepts underlined. Order the series of Learning Targets from least to most complex to guide instruction. 	<p>Select Strategies for Each Learning Target to Uncover Thinking</p> <p>(Use end-of chapter summaries for ideas)</p>	


What are some possible learning targets for this unit?

[From least complex] I can...

[To most complex] I can...



Match each learning target with an “actionable” activity

<p>Identify the Broad Learning Goal/Competency:</p> <p>The student will <u>analyze how an author's content and rhetorical choices</u> communicate <u>a text's purpose</u>.</p>	<p>Create an Overarching Essential or Driving Question (RbD, pp. 40-41)</p> <p>How do authors use rhetorical strategies to communicate the content of a message?</p>	
<p>Embed Short-Cycle Tasks of Increasing Complexity</p> <ul style="list-style-type: none"> Engage Students, Uncover Thinking Interpret Evidence Determine Next Steps 	<p>I can view a piece of persuasive media and identify the rhetorical strategies used</p> <p>I can determine author's theme and purpose when viewing a piece of persuasive media</p> <p>I can compare and contrast the use of rhetorical strategies between authors on a particular topic</p>	<p>Students use a jigsaw activity to locate rhetorical strategies used in different media messages</p> <p>Partners discuss and annotate texts</p> <p>Complete a graphic organizer comparing use of rhetorical strategies used two media examples on the same topic (e.g., ads, speeches, speeches)</p>
<p>Use Performance-Based Tasks of Increasing Complexity to Assess Transfer</p> <ul style="list-style-type: none"> Engage Students, Uncover Thinking Interpret Evidence Determine Next Steps 	<p>I can evaluate the impact of an author's use of rhetorical strategies in a piece of persuasive media</p> <p>I can effectively use rhetorical strategies in my communication with others that best fit my audience to prove my point of view</p> <p>I can evaluate my use of rhetorical strategies for an intended audience</p>	

EQ: How can statistics be manipulated to sway opinions?

We have been learning about how the media can oftentimes skew data to sway viewers to think about a specific topic in a certain way. This can lead to a harmful 'media bias' where consumers of media are, in some way big or small, being told lies. Today you'll have the opportunity to practice identifying potential 'media bias'.

- 1) Analyze a persuasive article and form your own opinion based on the information.
- 2) Evaluate the article's data sets to identify any false biases within the article.
- 3) Analyze potential biases using math concepts and statistical analysis of data.
- 4) Write a letter to (the author/media outlet) to justify your opinion using data analysis as evidence for your claims.

The Role of Metacognition in Balanced Assessment Systems

Sample Metacognitive Rubrics: [Toolkits & Resources – BEST for the Future](#)
PBLWorks Critical Thinking Rubrics [Critical Thinking Rubrics | MyPBLWorks](#)

Embedding **regular, varied, and authentic** reflective practices into the regularly scheduled model for *every* learner (adults & students) is vital for a PoG system.

It is the necessary **slowing down** that allows us all to make meaning of what we are doing and what we are learning.

The reflection is where the skills become **visible & meaningful** to the **learner**.

A profile of the graduate (POG) outlines the desired competencies and personal dispositions that students should develop by the time they graduate and serves as a framework for curriculum and assessment practices, ensuring that students have the skills for success in college, careers, and life.

Metacognitive Assessments:

Using Peer-to-Peer Feedback to Improve Work Quality

Use with short-cycle formative tasks or parts of longer performance-based tasks that integrate multiple academic skills and concepts with personal skills (creativity, collaboration, self-direction).

Date of Feedback:

Feedback Provided by _____ for _____

* Please remember to specifically connect your feedback to the criteria in the Project Rubric.



Be Kind: In what specific ways does the work you reviewed show excellence or potential for excellence?	Be Specific: In what specific ways does the work you reviewed show a need for improvement?	Be Helpful: What specific ideas and potential action steps do you have to help improve the work you reviewed?

**Build in Peer
Group
Critique/
Feedback for
Complex Tasks
DURING
LEARNING**

**Multi-Step
Project-Based
Scrum Boards**

Scrum Boards

Rigor by Design, pp. 88-89

TCSMS PBL: VOICE FOR THE VOICELESS

SCRUM BOARD

EXHIBITION: Thursday
Nov. 16, 2017

TEAM	TO DO	DOING	PEER REVIEW	DONE
Clean, fresh Water	Create Bill's Journey board Create digital video sketch Create background Create script	Create storyboard Create characters Create animation	Create game boards	
American Alligator	Create Bill's Journey board Create digital video sketch Create background Create script	Create storyboard Create characters Create animation	Create game boards	
Little Blue Heron	Create background Create script Create storyboard Create characters Create animation	Create storyboard Create characters Create animation	Create game boards	
Florida Manatee	Create background Create script Create storyboard Create characters Create animation	Create storyboard Create characters Create animation	Create game boards	
Florida Panther	Create background Create script Create storyboard Create characters Create animation	Create storyboard Create characters Create animation	Create game boards	
Loggerhead Sea Turtle	Create background Create script Create storyboard Create characters Create animation	Create storyboard Create characters Create animation	Create game boards	

Using Descriptors from Multiple Rubrics to Develop (Portfolio Defense) Prompts and Scoring Criteria

Source: BEST Toolkit/Rubrics for Self-Direction, Collaboration, and Creative Thinking (JFF-NHLI, 2021-22)

Self-Direction	Collaboration	Applying Creative Thinking
<p>SELF-AWARENESS</p> <p>Cite examples from your work to evaluate how you have expanded your strengths and interests by setting learning goals beyond assigned tasks.</p>	<p>SELF-AWARENESS & PERSONAL RESPONSIBILITY</p> <p>Analyze how your roles and responsibilities within the group dynamics demonstrated individual responsibility and enhanced group equity.</p>	<p>SELF-AWARENESS</p> <p>Analyze how using creative problem-solving processes helped you to pursue personal interests, seek out supportive resources or environments, or share ideas or products that positively affect others.</p>
<p>INITIATIVE AND OWNERSHIP</p> <p>In what ways did you seek input to help you analyze the content and context of learning tasks in order to reshape, extend, or enhance your learning?</p>	<p>COMMUNICATING</p> <p>Cite evidence of contributing well-supported ideas and validating each team member's contributions with positive reinforcement and constructive feedback.</p>	<p>TOLERATING RISK & AMBIGUITY</p> <p>Evaluate the effects of approaches used and decisions made throughout the creative process and suggest how your learning /insights might be applied to challenge established social, cultural, or artistic norms.</p>
<p>GOAL SETTING & PLANNING</p> <p>How did a project-based learning goal push your learning beyond the task and use feedback to improve the plan?</p>	<p>DECISION MAKING & PROBLEM SOLVING</p> <p>How did you work with your group to evaluate the effects of decisions made to resolve conflicts in terms of honoring each</p>	<p>CULTIVATING IDEAS</p> <p>Describe how you were able to convey your interests, personal insights, or novel ideas in solving a challenge</p>

Source: Best Toolkit Rubrics [Toolkits & Resources – BEST for the Future](#)

Metacognitive Assessments: Using Reflective Journaling (Prompts or Success Criteria) for Complex Tasks

Rigor by Design,
pp. 136-137

Sample Prompts - *Daily Writing/Responding*

- How did you determine your focus and develop your ideas?
- What prior knowledge /skills did you apply (transfer)?
- How will your _____ reflect what you learned?
- What decisions did you make to create **OR IMPROVE** your final product?
- What new insights are you starting to develop about the topic?
- What connections can you make to the Essential Question?

Rationale for Dystopia Infographic: Environmental Damage

Source: NH performance task

To create my info-graphic, I first researched my topic. I had a relatively easy topic to find information on and it was not too hard to find hard statistics that can be used. I had to figure out what direction I was going with the information, be it focusing in on the United States, or the animals, or the world. I chose to pick the rainforest for how tremendous the loss is and some general facts overall. Once I had my direction of facts I had to figure out how to present it in a visually pleasing way. The layout I chose is good for environmental damage because first I explained the topic, then showed the damage and then showed how to fix it.

Environmental Damage is such a serious and fast moving issue especially in the United States. The damage effects the future. In dystopian literature, environmental damage is almost always a main source for the beginning of the "end" or the collapse of the media. Since it is used in literature so much for this reason, looking at the data of our real-life damage is frightening. The proven data about todays world and the environmental damage could suggest a reason for the world to become a dystopian society just like in all the books. This is such a scary thought and barely anyone seems to really care. That is also a big theme of the United States and the world, living for today and not tomorrow.

The first thing I added to my info-graphic is an eye appealing graphic of the world behind the title. The reason it is green is because the central color that connects with environment is green. The background is black to symbolize trauma, death and havoc. Just by the world graphic and title "environmental damage" you can really infer what this info-graphic will be about and it gives a good first impression. The next thing I added was a little blurb about what climate change is and how it effects today. I wanted to start with a little introduction so that people will have the important prior knowledge they need to know, very similar to an introduction paragraph in an essay. I made all the text with information white because it contrasts with black well. The next thing I chose to add was the damage that has already been done to the world. I did this because I wanted to evoke emotional reactions from the receivers and show the hard facts of the damage. After I show the damage I show how the damage can be helped. This is a good order because since they are already feeling bad for what has happened this gives them motivation to do some of the suggested things to help. I chose facts that were not just singular things, but added up facts because it is more effective and shows a bigger product.

Related Resources

- **Hess Cognitive Rigor Matrices** - [Cognitive Rigor and DoK | Karin Hess, PhD \(karin-hess.com\)](#)
- **Hess Blogs (rubrics, scaffolding, etc.)** [BLOG | Karin Hess, PhD](#)
- **Hess Assessment Tools** [Formative and Performance Assessments | Karin Hess, PhD](#)
- **Chicago PS Teacher-Designed PBA examples using the STARS planning tool:** [Watch the Showcase Webinar](#), Read the related [Article](#), or [View Slides with Sample Rubrics](#) for some of the PBAs
- [Using the Actionable Assessment Cycle to Build Lessons/Units](#) - Begin with Clarifying a Series of Learning Targets and [an editable version of the Actionable Assessment Cycle Lesson/Unit Planning Tool](#)
- **Hess Assessment Articles**
 - [A New Framework to IMPACT Building a Defensible Body of Evidence](#)
explains a framework for competency-based schools to build an equitable and defensible body of evidence for each learner.
 - [Connecting the CBE Design Principles with a Defensible Body of Evidence](#)
illustrates how the seven CBE design elements provide a lens for collecting defensible evidence and building a supportive learning system.
 - [Be Strategic When Using Scaffolding Strategies with Students \(middleweb.com\)](#)
 - [Every Student Can Be Successful ith These Complex Tasks \(middleweb.com\)](#)