

Performance Assessment
ISLT 9458 - Technology and Assessment
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Step 1: Decide on a Specific Subject Area

Unit Topic –

Language Arts - Writing: Somebody and the Three Somethings – A Webquest for Grades 4 and 5

<http://web.missouri.edu/~cgcybf/webquest/index.html>

Content to be taught –

The students will have completed class readings and discussions of a classic *Goldilocks and the Three Bears* story, a version of *Goldilocks and the Three Bears* by Dom DeLuise, and *The Three Snow Bears* by Jan Brett. Discussions will include:

- Identification of setting, characters, and interesting elements from the stories
- Ways Brett and DeLuise adapted the original tale to make their own version and how their versions are culturally adapted
- Identification and discussion of descriptive words in the stories
- Comparisons of the three stories.

We will review the importance of citing sources and the format for citations before beginning the research.

Performance Task -

The students will work with a partner as co-authors to research a culture or country of their choice. Then, they will use the information they have learned about their chosen country/culture to write a new version of *Goldilocks and the Three Bears* story using the setting, characters and elements unique to the culture/country they researched. They will publish their stories using a technology tool of their choice (word processor, PowerPoint, KidPix, Microsoft Publisher). They will share their stories with the kindergarten and first grade classes at our school.

Alabama English Language Arts Course of Study Standards:

- 4.4 Identify literary elements and devices, including characters, important details, and similes, in recreational reading materials and details in informational reading materials.
- 4.5 Use a wide range of strategies and skills, including using sentence structure, locating information, and distinguishing fact from fiction, to comprehend fourth-grade informational and functional reading materials.
- 4.8 Compose descriptive texts using an introductory paragraph, sensory details, vivid language, and a conclusion.
- 4.12 Organize information on a specific topic obtained from grade-appropriate reference materials.

- 4.13 Demonstrate eye contact, articulation, and appropriate voice intonation with descriptive presentations.

ISTE NETS-S: (taken from www.iste.org)

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

- a. plan strategies to guide inquiry
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.

Step 1 Explanation/Reflection –

I developed this webquest to be an authentic performance assessment. I chose this topic because it will allow students to use their existing skills to expand their knowledge and use higher order thinking skills while demonstrating understanding of the selected state standards. I have never written a webquest before so I researched the process at the following sites:

<http://webquest.org/index.php>

<http://bestwebquests.com/>

<http://school.discoveryeducation.com/schrockguide/webquest/webquest.html>

<http://www.thirteen.org/edonline/concept2class/webquests/index.html>

<http://www.emints.org/webquest/index.shtml>

I found that a webquest is a great performance assessment because they have the same characteristics. They both require knowledge construction, strategic thinking, clear communication, and authenticity.

Step 2: Define Cognitive Processes and Social Skills You Want to Assess

Cognitive Processes and Social Skills to be Assessed –

Knowledge Construction:

- Acquire needed information
- Organize information from their research to write a story

Strategic Thinking:

- Select sources of information appropriate for their task
- Plan
- Write
- Revise

Clear Communication:

- Collaborate and publish their product with a peer
- Communicate/transform their acquired knowledge by weaving it appropriately into a familiar story

Social skills:

- Takes Responsibility for his/her part (doesn't let partner do all the work)
- Gets along with/Cooperates with partner
- Interacts and communicates appropriately

Step 2 Explanation/Reflection –

I designed this webquest to require students to practice their research skills, learn about another country or culture, apply their new knowledge to write an adapted version of a well-known children's tale, work collaboratively, and practice their presentation skills. These characteristics meet the definition of a performance assessment that is embedded in a meaningful learning experience.

Step 3: Design the Task and Task Directions

Written task directions –

Authors must research their topics before they write a book. Jan Brett, author of *The Three Snow Bears*, talks about how she researches every book she writes on her website.

You will work with a teacher assigned partner. Pretend you are authors. Your publisher wants you to write a new version of *Goldilocks and the Three Bears* using a setting, characters, and elements from another culture or country. You will choose a country or culture to research. Then using the information you have learned through your research, you will write your own version of *Goldilocks and the Three Bears*. Then publish it using a word processor, publishing program, PowerPoint, KidPix, or other appropriate program of your choice. Finally you will promote your story by visiting kindergarten and first grade classrooms to read your story.

In the resource section, there are links to online versions *Goldilocks and the Three Bears* if you would like to read more versions.

Goal Relevance –

Reading and writing are emphasized skills across the curriculum all year. This is an authentic performance assessment because it is relevant to life skills and builds their skills for the next grade. In addition, the research task in this assessment is cross curricular because the students are learning about other countries/cultures (social studies).

Level of Difficulty –

The task is familiar because students complete writing assignments weekly. The weekly writing tasks do not usually involve research or working with a partner. Since the task is more complex than just writing five paragraphs on a topic they are familiar with, it will be challenging but very doable.

Since the students are all familiar with the story of *The Three Bears*, they will be able to concentrate their efforts into including the unique story elements, vivid details and descriptive language that we are targeting.

Multiple Goals –

This performance assessment integrates language, reading, social studies. It is a complex activity targeting multiple goals and requiring various thinking skills.

Multiple Solutions -

This performance assessment allows the student many choices. They can choose:

- the country/culture they want to learn about
- how they use what they learned in the story
- method of publishing
- sources of information

The task can be approached in many different ways and each product will be different.

Self-Regulated Learning-

Students will be given three weeks to complete the research, writing process, and prepare for sharing their story with a K or first grade class. The task is designed to provide students with many, varied choices. They will work with a partner and I will provide guidance as needed. Students will have access to computers in the library, computer lab and my room. The performance assessment includes rubrics and resources needed for students to be successful.

Clear Directions –

The teacher will assign partners to work as co-authors. Here are the steps you need to complete in order to write your story. After completing each step in the process meet with the teacher to receive feedback.

1. Choose a country or culture you are interested in learning more about.
2. Working as co-authors with your partner, explore the online resources below to find information about your country. You may print and use this Country Information Table to compile your information if you would like. Be sure to cite your sources.

Websites for researching your chosen country:

- Facthound
- CIA The World Factbook
- Enchanted Learning Zoom School
- KidsKonnnect.com
- Geographia
- UK in the USA
- CountryReports.org
- geographic.org
- WorldAtlas.com
- PBS Journey into Amazonia
- famie.com (Australia)
- Thinkquest Library
- Yahoo Kids Encyclopedia
- Yahoo Kids World Factbook
- National Geographic Explorer

3. Use the information you discovered to write your own unique version of Goldilocks and the Three Bears.
4. Publish your story using a word processor or other technology of your choice (KidPix, Kidspiration, Microsoft Publisher, PowerPoint, etc.)
5. Your story will be evaluated with this rubric. Self assess your story using the rubric.
6. After your self assessment, ask a peer from another team to review your work using the rubric.
7. Make any changes or improvements needed, before submitting it to your teacher.
8. Write your reflection statement using the questions from the conclusion section of this webquest.
9. Obtain a scheduled time from your teacher to share your story with your assigned K or 1st grade class.

Optional - If you would like to submit your story for online publishing you may do so at: The Goldilocks Project
<http://www.rickwalton.com/goldie.htm>

Step 3 Explanation/Reflection –

I designed the task and task directions based on the outcomes I wanted students to demonstrate in their product. I wanted the task to be authentic, provide for higher order thinking, and transfer of knowledge.

Step 4: Specify the Scoring Rubrics

Scoring Rubrics –

Process Rubric				Comments
	5 points		0 points	
Completed Work on Time	Yes		No	
Stayed on Task	Yes		No	
Completed self-assessment	Yes		No	
Completed peer review	Yes		No	
	5 points	3 points	0 points	
Documented sources	Cited all sources. Sources are credible.	Cited most sources but at least 1 was missing. Sources are credible.	Did not cite sources or sources are not credible.	
Met with teacher after each step of the process	Took responsibility to meet with teacher after every step	Met with teacher after several steps	Met with teacher only after teacher asked about status	
	15 points	10 points	5 points	
Shared story with a class	Appeared poised and confident during presentation. Spoke clearly with intonation and made eye	Appeared relaxed during presentation and spoke clearly. Made some eye contact with audience.	Appeared nervous. Did not make eye contact or did not speak clearly and was difficult to understand.	

	contact with audience.			
Collaboration	With no teacher intervention, you: --worked well with partner --did your fair share of the work -- contributed ideas to the project --showed appreciation and respect for partner by communicating appropriately.	With minimal teacher intervention, you: --worked well with partner --did your fair share of the work -- contributed ideas to the project --showed appreciation and respect for partner by communicating appropriately.	Required teacher intervention frequently in order to work with partner.	
	10 points	5 points	0 points	
Reflection	Reflection showed evidence of much thought and addressed the reflection questions.	Reflection was completed but needed to show evidence of more thought. All of the reflection questions were not addressed.	Did not complete reflection.	
	30 points	15 points	5 points	
Research	Country Information Table or other organizer is completed accurately and contains ample details. It contains extra information not suggested on the form.	Country Information Table or other organizer is completed accurately and contains sufficient details.	Country Information Table or other organizer was used. Information is either inaccurate or insufficient.	
Total points = _____ /100 possible points				

Product Rubric				
	Accomplished 20 points	Developing 10 points	Beginning 5 points	Comments
Setting	Setting highly descriptive and easy for reader to visualize. It is accurate for the country.	Setting is somewhat descriptive.	Setting is identified but undeveloped.	
Characters	Characters are original and unique to the setting of the story. They are well developed and described making the story interesting.	Characters are unique to the setting of the story. They are developed sufficiently for the story to work.	Characters are undeveloped making the story not so interesting.	
Details	The story contains 6 or more interesting culture specific details.	The story contains 3 to 5 interesting culture specific details.	The story contains 1 or 2 interesting culture specific details.	
Descriptive Words	Used many specific, accurate and vivid descriptive words and phrases that help the reader visualize the story.	Used some accurate and vivid descriptive words and phrases.	Used few vivid descriptive words and phrases.	
	10 points	5 points	1 point	
Standard Conventions of Grammar	Final product has no errors in grammar, capitalization, punctuation or spelling that distract the reader from the content.	Final product has 1-2 errors in grammar, capitalization, punctuation or spelling that distract the reader from the content.	Final product has 3 or more errors in grammar, capitalization, punctuation or spelling that distract the reader from the content.	
Publishing	Used an appropriate technology to	Used an appropriate technology to	Used technology to publish finished story.	

	publish finished story. Document is attractive, easy to read and professional looking. You used fonts, font styles, and layout options appropriately .	publish finished story. Document is easy to read. Fonts, font styles and layout are standard.	Fonts and layout are used inappropriately making the finished product hard to read or unprofessional looking.	
	2 points	1 point	0 points	
Title	Title is appropriate, unique and sparks interest.	Title is appropriate and original.	Title is unrelated to the story.	
Total points = _____ / 102				

Step 4 Explanation/Reflection –

I created a performance rubric and a product rubric to assess this authentic project based learning activity because I need to evaluate specific criteria. My rubrics reflect my goals/desired outcomes. I put a lot of consideration into the elements and descriptors for each element in an effort to be thorough. I also tried to make the descriptors kid friendly so the students will have a clear understanding of their task and the expectations. I varied the point system depending on the importance of the task. I made a comment column as a place to provide students with feedback.

Step 5: Identify Important Implementation Considerations

Identify Testing Constraints –

- Time – Students will have three weeks to complete the research and story writing. Sharing of the stories with kindergarten and first grade classes will be scheduled for the fourth week.
- Reference Material – Students will have access to the classroom library, the school media center, and internet access.
- Other People – Students will have a partner to consult with and their teacher to give guidance or advice when sought or needed.
- Equipment – Students will have access to computers with internet access and a variety of publishing tools to select from.
- Scoring Criteria – Scoring rubrics will be given to the students and expectations will be discussed at the beginning of the task.

Delivery of Assessment –

- Structuring – The assessment will be in the form of a webquest. We will discuss how to work through the webquest, the task requirements, and the expected product on the first day. Thereafter the teacher will be available in the role of

facilitator/guide. The students will be responsible for managing their time and completing the task within the given time frame.

- Students and teacher will discuss the rubric at the beginning so students will be clear about expectations and requirements.
- Motivation – This performance assessment is designed to allow students choices and opportunities to be creative. These factors will give the students a sense of ownership and pride in their work. They are also motivated by the opportunity to work on the computer and the internet.
- Coaching – We will review some of the important features from the books we read and discuss a sample Country Information Table and the format for citing sources. Discussion will include examples of how the information could be used to create a unique Three Bears story. As students complete each step of the process they will have brief consultations with the teacher for progress checks and feedback.
- Independent Work – The teacher role of facilitator/guide will involve observation and monitoring of student progress. The teacher will provide feedback, encouragement and praise consistently throughout the project. The teacher will use her observations to deliver support or challenges as needed.
- Debriefing - Feedback will be given on the rubric and through individual conferences with students. Follow up activities are suggested in the Webquest Conclusion including reflection questions and an extension activity.

Step 5 Explanation/Reflection –

I have not been able to implement this webquest due to some timing factors beyond my control (Two weeks of SAT testing, Spring Break, 1 week of DIBELS testing and 1 week of IEP meetings during this course.). I have attempted to think of any problems that could occur and make arrangements for them. I am looking forward to the opportunity to work through this webquest with my students. I love children’s literature and enjoy sharing my love with students. I think it will be a fun and interesting activity resulting in some great products and meaningful learning!

Appendix:

Country Information Table

Country:	
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Climate Information:	
Geography and Terrain Information: (Plants, landforms, etc.)	
Natural Resources	
Lifestyle Information--What kinds of work do they do? Is there something special about this country they are famous for?	
What do they build their houses out of? What do their houses look like?	
What kind of animals live there?	
What kind of clothing do people wear there?	
What foods are popular or common? Is there a dish that your country is well-known for?	

