

Performance Assessment Development Tool

I wanted to create an opportunity for my honors students to think about the end of WWI in an in-depth, engaging way, and to really understand the context and import of the Treaty of Versailles and the League of Nations. This assessment will allow students with a variety of learning preferences to dig into the topic and bring their individual skills to bear.

ASSESSMENT PROFILE

Name of assessment	Do we sign the Treaty of Versailles and join the League of Nations?
Content area(s) of assessment	Imperialism and WW1 Unit
Short description of assessment	You will be assigned to one of 3 groups, each taking different stances toward the treaty and the league. Each group will make a presentation to an audience, trying to convince them to vote for their position.

Section 1: Assessment Population and Purpose

ASSESSMENT POPULATION

Please select the appropriate **grade level(s)** for this assessment.

- Pre-K K 1 2 3 4 5
 6 7 8 9 10 11 12
 Other _____

Does the assessment apply to specific **groups** such as advanced automotive course, or AP calculus? If so, please specify.

American History Students

ASSESSMENT PURPOSE

What is the intended **purpose** of the assessment? Check all that apply.

- | | | | |
|--------------------------|---|-------------------------------------|---------------------------------|
| <input type="checkbox"/> | To inform instruction (formative) | <input checked="" type="checkbox"/> | To measure outcomes (summative) |
| <input type="checkbox"/> | To provide feedback to students (interim) | | |

PURPOSE STATEMENT

This task is a/an summative assessment of learning that will offer an opportunity to gauge Grade 10 American History students' knowledge/skills of The Treaty of Versailles, the League of Nations and Imperialism and will measure learning covered over 4 week WWI unit.

Section 2: Standards and Performance Outcomes

Use the table below to indicate the specific **content standards**, related **performance outcomes**,¹ and **indicators**² that the assessment is designed to measure. Then list the accompanying, aligned task for each standard and performance outcome. Note that tasks may appear more than once if they are related to more than one content standard and performance outcome.

When creating the task(s) consider the complexity of the standards and whether the task requires the student to apply the skills and knowledge they have mastered. Indicate the **level of complexity** for each task using a taxonomy such as Bloom's Taxonomy of Learning. Indicate the **weight**³ associated with each performance outcome, not necessarily with each task. This will be used on the rubric and to generate the final score or rating for the assessment.

This table is referred to as an Assessment Blueprint, because it serves as a guide for developing the performance assessment.

¹ Performance outcomes refer to the academic knowledge, behaviors, and skills that students are expected to demonstrate in a performance task.

² Indicators refer to the observable or measurable characteristics of the knowledge, behaviors, and skills that students are expected to demonstrate in a performance task. The indicators break down the PO into concepts students need to know, understand, and demonstrate.

³ Weight refers to the percentage of total points that will be allocated to each performance outcome. Performance outcomes of equal importance and complexity may be weighted equally, while those of lesser importance and complexity are weighted less.

ASSESSMENT BLUEPRINT

These are the standards that I want to assess at this point in the semester.

I considered including another standard relating to writing and literacy skills, but decided against it. I wanted to just look at understanding at this point, and not evaluate students' writing skills.

Once I chose the standards I wanted to assess, I had to think carefully about what I wanted the assessment to focus on.

Where the standard says "understand issues of continuity and change" I wanted them to focus on the impact that the Treaty of Versailles and the League of Nations had on various groups, and how the philosophy and ideals contained in those structures are important to understanding that era in history.

Next I had to think specifically about what I wanted to see the students do to show that they were meeting the standard. I want students to analyze varying interpretations of the Treaty of Versailles and of the League of Nations and organize evidence to support one viewpoint, using primary and secondary sources, and critique the impact of the decisions that were made. I made sure to use action verbs like "analyze," "explain," and "critique" when developing these indicators.

I decided not to have students write an essay on this topic because I wanted to focus on their understanding of content separately from their writing skills. An oral presentation is an engaging way for students to demonstrate their skills and I know that many of my students enjoy and benefit from illustrating their ideas. Setting this up as an opportunity to convince classmates to agree is a compelling challenge for these students, that mirrors their desire to be active participants in current day political discourse and addresses the key skills in the content standards.

CONTENT STANDARDS

PERFORMANCE OUTCOMES

INDICATORS

ALIGNED TASKS

LEVEL OF COMPLEXITY

WEIGHT

Maine Learning Results – Social Studies: E1.9-Diploma

Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

Students can analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.

Describe and explain the arguments for one of 3 positions:

- the Progressive Internationalists, who support signing the treaty
- the Reservationists, who want to amend it before signing
- the Irreconcilables, who are against signing the treaty

1. Create a three to five minute oral presentation that outlines and defends your group's position and persuades the Undecided Senators (visiting students from debate team) to vote for your position.
2. Create a propaganda poster that includes a visual that represents your option and a catchphrase or slogan to help people remember your group's position.

Synthesis, Analysis, Evaluation

66%

<p>CCSS.ELA-LITERACY.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>Students find and understand information from primary and secondary sources with differing perspectives, evaluate their usefulness, and organize sufficient evidence to support their argument.</p>	<p>Synthesize information from primary and secondary sources that outlines and defends your group’s position and persuades the Undecided Senators to vote for your position.</p>	<p>Your group will make a presentation and display the propaganda poster for the Undecided Senators (visiting students from the debate club), and must answer the questions from the Senators afterwards.</p>	<p>Synthesis, Analysis, Evaluation</p>	<p>33%</p>
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