

# Performance Assessment Development Tool

## 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	Students are assigned to one of 3 groups, each taking different stances toward the treaty and the league. They 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.

- To inform instruction (formative)                       To measure outcomes (summative)  
 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 10/11 American History students' knowledge/skills of The Treaty of Versailles, the League of Nations and Imperialism and will measure learning over 4 week WWI unit.

## Section 2: Standards and Performance Outcomes

Use the table below to indicate the specific **content standards**, related **performance outcomes**,<sup>1</sup> and **indicators**<sup>2</sup> 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**<sup>3</sup> 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.

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

<sup>2</sup> Indicators refer to the observable or measureable 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.

<sup>3</sup> 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**

<b>CONTENT STANDARDS</b>	<b>PERFORMANCE OUTCOMES</b>	<b>INDICATORS</b>	<b>ALIGNED TASKS</b>	<b>LEVEL OF COMPLEXITY</b>	<b>WEIGHT</b>
<p>Maine Learning Results – Social Studies: E1.9-Diploma</p> <p>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.</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>Synthesis, Analysis, Evaluation</p>	<p>66%</p>
<p>CCSS.ELA-LITERACY.W.9-10 .1:</p> <p>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>

## Section 3: Equity and Engagement

### EQUITY CONSIDERATIONS

How will you ensure that students have adequate **time, support, resources**, and **scaffolding** to complete the performance assessment successfully?

Students will have 2 periods during class to work on this project. During the first period they organize their plans for getting the project done so that each person knows what they need to work on individually. During the second period they will combine their work and self-assess, and assign new tasks to group members as needed. If the students need more time, I will adjust accordingly.

What kinds of **differentiation strategies**, for example, multiple response formats, pace, or complexity of resources, are appropriate for this assessment? Consider special populations such as students with disabilities, English learners, and gifted students.

There are several different types of tasks and roles that group members can take on. There will be a Project Manager who keeps track of everything, writers, artists, speakers, researchers, and editors. This will allow students of all types to participate and learn in a way that is best for them.

## Section 4: Assessment Preparation and Materials

### ASSESSMENT PREPARATION

What are the **prerequisite knowledge and skills** to which students should have had exposure to prepare them for successfully completing this assessment? Consider content knowledge, academic skills, and noncognitive skills. These are needed to complete the assessment but are not specifically measured by the assessment.

- knowledge of the contents of the treaty of Versailles
- knowledge of the intended purpose of the League of Nations
- knowledge of nationalist and globalist views
- knowledge of propaganda
- ability to construct a persuasive argument
- ability to present argument and respond to questions
- ability to speak clearly and fluently in front of an audience
- ability to make a visual display of argument in the form of a propaganda poster
- ability to listen to diverse arguments and make a reasoned decision
- ability to work on a long-term project
- ability to collaborate successfully with others

How much class time should be allocated for the assessment to be administered ? For example, 45 minutes or 1 class period?

4 class periods – 2 for working, 2 for presenting

Summarize any preparations, such as copying materials or preparing visuals, that should be carried out prior to the assessment's administration.

Organize materials for posters such as poster board, markers, pencils, rulers, and compasses.  
Speak to the school librarian about the project to let her or him know what kind of resources the students will be looking for.  
Schedule the debate team students who will serve as an audience – different students on day 1 than on day 2, because there will be 2 groups presenting each argument.

What are the specific instructions for a teacher administering this assessment? What does the teacher need to know to successfully administer it? Include what the teacher will say to the students.

Divide the class into 6 groups – 2 for each stance.

What are the student instructions for this assessment? Include the prompts provided to students.

November, 1919 – The war is over, and the treaty has been negotiated with and signed by the other Allies and Germany. President Wilson tries to convince the U.S. that signing the treaty and joining the League of Nations is the best course for the U.S., even though the treaty isn't everything we want it to be.

You are a member of the U.S. Senate, and you fall into one of three groups:

- the Progressive Internationalists, who believe that signing the treaty and our membership in the League is the best way for the U.S. to wield its newfound power in the world (SUPPORT);
- the Reservationists, who believe that the League is a good idea, but who argue against using language in the treaty that binds us to defending Europe and want to amend it (CHANGE);
- the Irreconcilables, who believe the nation needs to focus on its own problems and not become entangled in further foreign affairs, and see the treaty as dangerous and unfair (AGAINST).

Tasks:

- Your task will be to work together to create a three- to five-minute presentation that outlines and defends your group's position and persuades the Undecided members to vote for your position. Your group will give this presentation to the undecided Senators (visiting students from the debate team) and must answer the questions from the Senators after you present.
- All group members will be assigned roles within your group and must participate in developing the group's presentation.
- You will also 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.

Everyone will be responsible for daily homework (to be assigned by Project Managers) and for completing a self-evaluation and a group evaluation.

Beyond student instructions, what strategies will you use to ensure that students understand how they will demonstrate their learning in this performance assessment? List any additional materials provided

to students, such as exemplars or models, or any activities that students will engage in to understand the task, such as student dialogue about how the task(s) relate(s) to prior learning.

Students will have a chance to rehearse their presentation and assess it using the scoring rubric.

## MATERIALS

List the **materials** and/or **resources** you or another teacher would need to implement this assessment. Include materials needed by teachers and/or students.

Students will have access to resources in the textbook as well as a copy of the Treaty of Versailles and an overview of the League of Nations. They will be able to use texts in the classroom, ChromeBooks, and library books.

List any other materials necessary for administering this assessment, such as worksheets, tables, or work samples.

Scoring rubrics for each presentation.

## Section 5: Developing Rubrics and Using Results

### EVALUATING STUDENT WORK

In a separate document, **design a clear, standards-based rubric** that communicates criteria for success to the students. Use this space to list key considerations and ideas to ensure the task is both novel and complex enough to ensure that the level of rigor described in the standards is met.

The rubric will have a place to score the presentation and the poster separately.

List any recommendations or instructions about **how the rubric should be used** to evaluate student work.

Students will use the rubric to self-assess drafts of their work. The teacher will use the rubric during the presentation to evaluate group work. Students will also be evaluated on their work in the group according to a self- and a peer assessment.

### EFFECTIVE FEEDBACK and STUDENT ENGAGEMENT

What opportunities will students have to receive specific, meaningful feedback throughout the assessment process? What structures, such as student-led conferences, peer-assessment meetings or self-assessment activities, will you use to engage students in the assessment process?

Students will use the rubric to self-assess drafts of their work, including using it to assess a rehearsal. Students from the debate team, who will serve as an audience, will also complete a feedback form for each presentation. Students will use the rubric to self-or peer assess all drafts of their presentation.

## INSTRUCTIONAL PLANNING

Where in the overall progress of learning does this assessment fit? Is it assessing introductory skills and knowledge that students will build upon later, or mastery level skills and knowledge at the end of a unit of study?

The content is specific to the WWI unit, and this assessment will demonstrate students' understanding of several important concepts and facts. The skills – working in a group, researching, making and defending an argument, etc. – will continue to be built on throughout the year.

Describe how the assessment will **inform** your **instructional practice**. How will this assessment help you to modify future lessons based on students' performance? What might you look for in the student demonstrations to guide instruction?

I will be most interested to see how well students find a variety of useful, accurate resources to inform their presentation. I hope that the work we did earlier on research skills pays off, but I think I might need to explicitly re-visit some portions of those lessons.

Describe how you will use the assessment to **differentiate instruction**.

There are several different types of tasks and roles that group members can take on. There will be a Project Manager who keeps track of everything, writers, artists, speakers, researchers, and editors. This will allow students of all types to participate and learn in a way that is best for them.

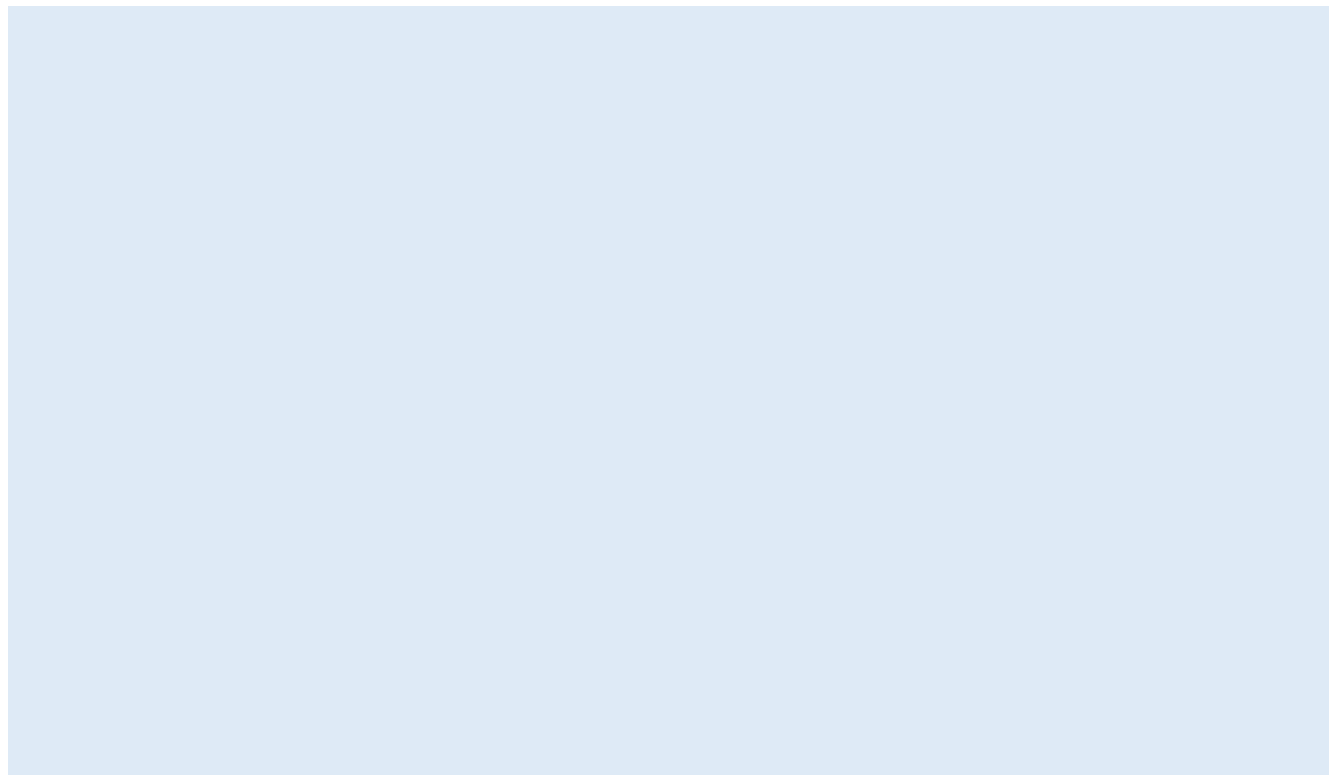
## NEXT STEPS

Apply the Performance Assessment Quality and Validation tool to the completed assessment. Revise as needed.

Administer the assessment. Consider administering a small pilot first, make revisions, then administer on a larger scale.

Examine student work and reflect on the assessment and how the results will inform your instruction. Revise the assessment as needed.

## NOTES



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