

Treaty of Versailles Example

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.

<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12
<input type="checkbox"/> 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

CONTENT STANDARDS	PERFORMANCE OUTCOMES	INDICATORS	ALIGNED TASKS	LEVEL OF COMPLEXITY	WEIGHT
<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:</p> <ul style="list-style-type: none"> ● 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 	<ol style="list-style-type: none"> 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>Synthesis, Analysis, Evaluation</p>	<p>66%</p>
<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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