



Designing and Scoring Performance Assessments

A Facilitation Guide for Ohio Arts Assessments

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INTRODUCTION

Performance Assessment Learning Targets

- Understand what a performance assessment is and when it is best used
- Recognize and develop high-quality performance assessments
- Recognize and develop high-quality rubrics for evaluating student work

Materials at a Glance

This facilitation guide consists of four (4) sections as follows:

1. **PowerPoint Presentation**
 - Resource 1: PowerPoint Slide Notes (PowerPoint available in a separate file)
 - Resource 2: Participant Pre- and Post- Assessment
 - Resource 3: Dance Rubric—Grade 2
2. **Guided Practice #1: Reviewing a Performance Task for Quality**
 - Music: Grade 1
 - Music: High School
 - Dance: Grade 2
 - Dance: High School Beginning
 - Theatre: Grade 5
 - Theatre: High School
 - Visual Arts: Grade 5
 - Visual Arts: Grade 8
3. **Guided Practice #2: Evaluating a Rubric for Quality**
 - Visual Arts: High School
 - Dance: Grade 1
 - Music: Kindergarten
 - Theatre: Grade 4
4. **Guided Practice #3: Using a Rubric**
 - Visual Arts: Grade 1
 - Theatre: Middle School
 - Music: High School
 - Dance: Grade 6

Planning for Using the Performance Assessment Learning Lab

- Review the PowerPoint presentation, including slide notes.
- Review the activities in the facilitation guide and determine the best structure for completion.
- You may want to consider:
 - How to group teachers (grade-levels, content areas, etc.) for guided practice activities.
 - How to schedule time to complete guided practice activities.
 - Who will lead smaller teacher groups in the guided practice activities and what support they might need to do so effectively?
 - What are the expectations for implementation of the application activities and how will this be monitored?

- What change in practice do you expect as a result of the learning opportunities

Using the Power Point: (30 minutes)

- Make needed copies
 - Resource 2: Performance Assessment, Pre- and Post-Assessment, and Reflection
 - Resource 3: Grade 2 Dance Rubric
- Ask participants to complete the pre-assessment. To do so, they should read each statement and mark their level of agreement on the left side of the page (under the pre-assessment header) (5 minutes)
- Present the Performance Assessment PowerPoint (20 minutes)
- Pause as needed throughout the presentation for questions or areas of clarification
- At the conclusion of the Power Point, ask participants to complete the post-assessment and to reflect on their learning using the guiding questions at the bottom of the page (5 minutes)

FACILITATOR RESOURCES

GUIDED PRACTICE #1:

Reviewing a Performance Task for Quality

Purpose: The purpose of this activity is to review Performance Assessment tasks based on the criteria for quality.

What You'll Need:

1. Facilitation notes
2. Handouts for participants
3. There are several handouts for participants based on grade level and arts discipline. You may wish to select those most appropriate for your participants. Following are the areas included:
 - Music: Grade 1 and High School
 - Dance: Grade 2 and High School Beginning
 - Theatre: Grade 5 and High School
 - Visual Arts: Grade 5 and Grade 8

Instructions:

1. Share the purpose of the activity with participants.
2. Provide each participant a copy of the appropriate handout.
3. Review the criteria for high-quality performance assessments: Aligned, Feasible, Clear,
4. Measurable, Observable, and Fair. Conduct a brief clarifying discussion to be sure everyone understands the terms.
5. Working in pairs or small groups, have participants complete the activity by rating the performance assessment task on each of the criteria. Encourage them to include comments on the chart to explain their thinking or to capture key points of their discussion.
6. After the groups have completed the activity, facilitate the discussion of the responses using the facilitation notes which highlight key points.

Points to Consider:

- It is possible that ratings may vary from group to group, and the goal should not be perceived to have everyone rating the performance assessment task the same for each criteria. Rather, a deep discussion about the strengths and weakness of each task will be most valuable.
- You may want to consider asking participants how they would make the performance task stronger.
- Depending on the amount of time and level of discussion, you may want to break this activity into more than one session.

Music: Grade 1

Standards:

- Describe how music communicates feelings, moods, images, and meaning.
- Sing (using head voice and appropriate posture) and move to music of various styles, composers, and cultures with accurate pitch and rhythm.

Task: In a small group, select a song to perform as a group. Use the following terms and apply the musical terms to the song you selected.

- Melody
- Tune
- Rhythm
- Form
- Texture-Solo, Duet, Trio, Quartet
- Timbre (Tone Color): Articulation: Smooth (Legato), Crisp (Staccato)
- Dynamics: Loud (Forte), Soft (Piano)
- Expression

You will have 15 minutes to practice your song with your group before singing in front of the class.

Rating Guide: 1 = Low Quality and 4 = High-Quality

Criteria	Rating	Comments
Aligned	1 2 3 4	<i>This assessment is not well aligned to the standards being assessed. This assessment asks students to perform a song and apply various concepts that are not specifically identified in the standards. There may be other standards that align to the assessment, or the assessment could be expanded to include an option where students reflect on the impact altering the melody, rhythm, dynamics, etc., impacted the meaning, feeling, and/or mood of the music.</i>
Feasible	1 2 3 4	<i>This assessment is feasible for students who have the needed prior skills and knowledge in elements of music. Some of the musical terms may be too advanced for some students and it may be advisable for the teacher to assign specific terms to students based on their level of entry. Also, depending on how the fifteen minutes of rehearsal time is structured for first graders, this may or may not be feasible. Students at this age may need to have explicit direction when rehearsing instead of rehearsing independently.</i>
Clear	1 2 3 4	<i>This assessment item could use additional clarity. Should groups of students apply all of the musical terms to the song? How will students select songs? How will groups be selected?</i>
Measurable	1 2 3 4	<i>This task is measurable and a high-quality rubric with clearly described criteria will help to define performance at various levels.</i>
Observable	1 2 3 4	<i>This assessment could easily be observed through a performance or recording.</i>
Fair	1 2 3 4	<i>This assessment is fair if students have been given an opportunity to master the pre-requisite knowledge and skills (knowing the different musical terminologies and being able to apply those to a song). It is also fair if students have had the opportunity to engage in similar practice, specifically performing as an ensemble.</i>

Music: High School

Standard: Analyze how the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form, and their related concepts are combined to communicate meaning in the creation of, performance of, or response to music.

Task: Create an original composition considering how the elements of music combine to communicate meaning. Write a brief response explaining the choice made in your composition using specific examples from the piece.

Rating Guide: 1 = Low Quality and 4 = High-Quality

Criteria	Rating	Comments
Aligned	1 2 3 4	<i>This assessment actually goes beyond the standard as it also requires an original musical composition. Could other standards also be aligned to the assessment?</i>
Feasible	1 2 3 4	<i>This assessment is feasible for students who have the needed prior skills and knowledge in elements of music as well as musical composition.</i>
Clear	1 2 3 4	<i>This assessment could use some clarity. Should the composition be written or performed? Should all elements be addressed? The task calls for a brief response on how the elements are combined, but it seems as if this could be a fairly involved response.</i>
Measurable	1 2 3 4	<i>This task is measurable and a high-quality rubric with clearly described criteria will help to define performance at various levels.</i>
Observable	1 2 3 4	<i>This assessment could easily be observed (visual or auditory).</i>
Fair	1 2 3 4	<i>This assessment is fair if students have been given an opportunity to master pre-requisite skills and knowledge and have also had an opportunity to engage in similar guided practice.</i>

Dance: Grade 2

Standards:

- Share responsibility for collaborating with peers to create movement sequences and informal dances.
- Explore the basic elements of dance with an emphasis on expression, focus, and confidence.
- Share their preferences for the dances they observe and consider those of their peers.

Task:

In a group of four, you will perform a dance that you have previously learned in class. You will have 10 minutes to practice before you perform in front of your classmates.

Rating Guide: 1 = Low Quality and 4 = High-Quality

Criteria	Rating	Comments
Aligned	1 2 3 4	<i>This assessment is not adequately aligned to the standards being assessed. Students are not asked to respond to the dances with their preferences in any part of the task. They are also not specifically asked to collaborate with peers to create a dance. Instead, students are asked to perform as a group something that had previously be learned/taught.</i>
Feasible	1 2 3 4	<i>This assessment is feasible for students who have the needed prior skills and knowledge in elements of dance, specifically have been present in class to master the previously learned dance. Also, depending on how the ten minutes of rehearsal time is structured for second graders, this may or may not be feasible. Students at this age may need to have explicit direction when rehearsing instead of rehearsing independently.</i>
Clear	1 2 3 4	<i>The task, as it exists, is somewhat clear to students. However, details in the rubric will help students know what is expected of them in their performance. For example, are students being evaluated on their individual performance or as a group performance? What elements of the dance will be scored?</i>
Measurable	1 2 3 4	<i>This performance is measurable, however the teacher should ask if what will be measured would be meaningful to the content knowledge and skills required of the course.</i>
Observable	1 2 3 4	<i>The assessment would result in a final product that is observable.</i>
Fair	1 2 3 4	<i>This assessment task is fair for students that have had the exposure to or the opportunity to master the previously learned dance. Ten minutes may not be enough time to practice the dance as a group if the previously learned dance has not been learned recently.</i>

Dance: High School Beginning Level

Standards:

- Compose and perform a dance that demonstrates expression and clarity of intention
- Explore interdisciplinary ideas to support and inspire the choreographic process
- Explain the impact of history and culture on dance as an art form

Task: Choreograph a 1–2 minute long solo dance that represents a piece of visual art from a historical time period. You must choose a piece of music that relates to your own interpretation of the visual art piece that encapsulates its culture and historical significance.

Your choreographed dance will use a variety of dance elements and use at least two different dance principles of organization. You will also be required to provide a choreographer's statement that identifies the chosen artwork and how you expressed each of the visual arts elements in your dance. Lastly, you will present your choreographed dance in one week, having five class periods to plan, research, create, and rehearse.

Rating Guide: 1 = Low Quality and 4 = High-Quality

Criteria	Rating	Comments
Aligned	1 2 3 4	<i>The assessment task is not aligned to all of the standards listed. While there is a focus on the first two, an argument could be made that the last standard is not explicitly measured in this assessment. The assessment could likely be altered to include this standard, especially during the choreographer's statement.</i>
Feasible	1 2 3 4	<i>This assessment is feasible for students who have the needed prior knowledge and skills in the study of dance, including historical and cultural knowledge. Students would likely need plenty of class time to prepare their 1–2 minute long solo dance as well as access to visual arts from various cultures and historical time periods.</i>
Clear	1 2 3 4	<i>The task is very clear, however, a clearer connection to the standards listed could be provided. For example, the task could require students explain the historical and/or cultural connections are evident in their dance.</i>
Measurable	1 2 3 4	<i>These activities are measurable, but will need to be defined through a well written rubric</i>
Observable	1 2 3 4	<i>This assessment task would result in final products which would be observable including a choreographed dance and a choreographer's statement.</i>
Fair	1 2 3 4	<i>This assessment is fair for students who have had an opportunity to master the pre-requisite knowledge and skills. Depending on how frequently the class meets, this may or may not be enough time for students to identify a piece of visual art, research, and create a choreographed dance.</i>

Theatre: Grade 5

Standards: Use vivid, descriptive language to create a script around one or more elements of theatre (e.g., character, action, prop, setting).

Task: Write a script based on the poem that has been provided by your teacher. The script should include:

- A conflict that gets bigger or more intense,
- A turning point, and
- A resolution.

Make sure to give each character words to speak that are appropriate for that character. Use proper script format, including some stage directions. You will have up to one complete class period to write and revise your script.

Rating Guide: 1 = Low Quality and 4 = High-Quality

Criteria	Rating	Comments
Aligned	1 2 3 4	<i>This assessment is well aligned assuming that the poem provided is appropriate for the assignment.</i>
Feasible	1 2 3 4	<i>This assessment is feasible for students at this level, however, more time may be needed to write and revise a script, depending on the length.</i>
Clear	1 2 3 4	<i>This assessment is clear, but expectations for the script should be outlined in more detail in a rubric.</i>
Measurable	1 2 3 4	<i>This assessment is measurable and a high-quality rubric will assist with consistent evaluation.</i>
Observable	1 2 3 4	<i>This assessment will result in an observable product, a script.</i>
Fair	1 2 3 4	<i>This assessment is fair or students who have had an opportunity to master the pre-requisite knowledge and skills.</i>

Theatre: High School

Standards:

- HSI.1PR: Manipulate vocal qualities, posture, movement and language to express variety in characters and situations.
- HSI.3PR: Write and act out a dramatic scene.
- HIS.5PR: Demonstrate improvisation and explain how it benefits character, scene and script development.

Task: You and a partner will work cooperatively to perform a one-minute improvisation. You will need to be clear with the setting and to establish a situation with a clear conflict and a resolution. This will test your ability to sustain a believable character that is exciting to watch, makes imaginative choices, and demonstrate skill in acting with a partner. The best way to do this would be to use clear and expressive movement and vocal techniques that move your character toward an objective. You will have time to create your improvisation, review your performance with another partnership, revise, and perform a one-minute improvisation with your partner.

Rating Guide: 1 = Low Quality and 4 = High-Quality

Criteria	Rating	Comments
Aligned	1 2 3 4	<i>This assessment is well aligned to the standards indicated. However, it could be argued that students may not necessarily need to write out a script and that students are not required to explain how character, scene, and/or script development is benefited by the improvisation process.</i>
Feasible	1 2 3 4	<i>This assessment is feasible for students at this level, however, time to prepare the improvisation may be a concern for some small groups.</i>
Clear	1 2 3 4	<i>The assessment is clear, but expectations should be clearly outlined in the rubric.</i>
Measurable	1 2 3 4	<i>A high-quality rubric will ensure that evaluation of all groups are consistent.</i>
Observable	1 2 3 4	<i>This task will result in an observable product</i>
Fair	1 2 3 4	<i>This assessment is fair for students that have had experience to cooperatively create and perform improvisations in the past.</i>

Visual Arts: Grade 5

Standards: Select and use the elements and principles of art and design to communicate understanding of an interdisciplinary concept.

Task: Draw a still life that includes a vase of flowers as well as other objects of your choice. The vase and objects you draw should be sitting on a table in your picture. Use shapes, lines, and other details that will make the person looking at your still life feel happy and excited.

Rating Guide: 1= Low Quality and 4= High-Quality

Criteria	Rating	Comments
Aligned	1 2 3 4	<i>This task is not aligned to the defined standard. Interdisciplinary concepts are not addressed in description of the assessment. Perhaps other standards would be more suitable for this task or the task could be altered to better align to the standard.</i>
Feasible	1 2 3 4	<i>This assessment is feasible at this level, however, time allotment is not specified in the task description. Students may need several class periods to complete the task, especially considering some students may include many other objects of their choice while some students may only chose one or two.</i>
Clear	1 2 3 4	<i>This task could be clearer, especially given the grade level of students. Several of the descriptors in the task are vague including “other objects of your choice” and “other details”. At this stage, students should have the prerequisite knowledge to integrate specific technical skills into their works of art.</i>
Measurable	1 2 3 4	<i>The assessment is measurable. However, a detailed rubric would need to be provided for students so that they can clearly understand the expectations of the task.</i>
Observable	1 2 3 4	<i>The assessment will result in an observable product, a still life.</i>
Fair	1 2 3 4	<i>This assessment is fair for students that have had prior experience with still life images and specific technical skills necessary to draw a still life. If adequate time is not provided in class that affords all students the opportunity to complete the still life, it may not be fair for students that would need to secure resources and time outside of class, especially if these things are not accessible.</i>

Visual Arts: Grade 8

Standards:

- Select, organize, and manipulate skills, elements, and techniques appropriate to the art form when making art.
- Demonstrate increased technical skill and craftsmanship by using more complex processes and materials to design and create two- and three-dimensional artworks.
- Use critical thinking and visual literacy to communicate a specific idea.

Task: The owner of a company that produces book bags is having a contest to design a book bag that will appeal to a person your age. The company owner requires that you create a drawing demonstrating an understanding of line, value, and texture. You will have class time to sketch your plan and create your drawing, and you will need to identify these elements as used in your drawing. Additionally, you will need to create a prototype of your book bag design to share with the owner. You will need to secure materials for your prototype on your own, and time in class will not be provided for the prototype construction. Lastly, you will present your drawing and prototype and be asked to justify the choices made. Presentations will begin in three days.

Rating Guide: 1= Low Quality and 4= High-Quality

Criteria	Rating	Comments
Aligned	1 2 3 4	<i>This assessment is fairly well aligned. It could be questioned if the building of a prototype is a necessary component.</i>
Feasible	1 2 3 4	<i>It does not seem feasible to accomplish this task in three days. Considerable time will be needed outside of class to complete the prototype.</i>
Clear	1 2 3 4	<i>This assessment is clear, but expectation for the design and drawing should be specified in a high-quality rubric.</i>
Measurable	1 2 3 4	<i>This assessment is measureable. A high-quality rubric will assist with consistency in scoring.</i>
Observable	1 2 3 4	<i>This assessment is observable.</i>
Fair	1 2 3 4	<i>This assessment may not be fair for all students as considerable time and resources will need to be secured outside of class. Additionally, the time frame does not seem reasonable.</i>

GUIDED PRACTICE #2: Evaluating a Rubric for Quality

Purpose: The purpose of this activity is to review Performance Assessment tasks based on the criteria for quality.

What You Will Need:

1. Facilitation notes
2. Handouts for participants
 - Make four copies of the Quality Rubric Checklist (Resource 4) as each rubric sample will need a separate checklist for evaluation.

Instructions:

1. Share the purpose of the activity with participants.
2. Provide each participant with copies of the handouts.
3. Use the Rubric Checklist (Resource 4) to review the characteristics of high-quality rubrics in each of the three categories: performance levels, criteria, and descriptors. Conduct a brief clarifying discussion to be sure all participants understand the elements of high-quality rubrics.
4. Working in pairs or small groups, have participants complete the activity by reviewing each rubric using the checklist. Encourage them to include comments/suggestions on the chart to explain their thinking or to capture key points of their discussion.
5. After the groups have completed the activity, facilitate the discussion of the responses using the facilitation notes which highlight key points.

Points to Consider:

- A deep discussion about the strengths and weakness of each rubric is more valuable than agreement amongst participants.
- You may want to consider asking participants how they would revise the rubrics to make them stronger.
- Depending on the amount of time and level of discussion, you may want to break this activity into more than one session.

Visual Arts Rubric

Elements	Status	Comments/Suggestions
Performance Levels		
<ul style="list-style-type: none"> Number of levels is age and task appropriate 	YES NO	<i>The number of levels is reasonable for high school students.</i>
<ul style="list-style-type: none"> Performance levels are appropriate and negative language is avoided 	YES NO	<i>Labels for the various levels could be clearer. "Good", "Acceptable", and "Ok" may be too similar. Also Level 1 is not "OK" as the work described is not meeting expectations.</i>
Criteria		
<ul style="list-style-type: none"> Aligned to the targeted standards 	YES NO	<i>The rubric does not address the idea of the selected work showing growth over time and the reflections focus on critiquing the work included and on connections between the pieces of work but not on progress. There is also language regarding "quality" of work and it is confusing as to whether the portfolio should focus on growth or on a student's best work.</i>
<ul style="list-style-type: none"> Focused on elements essential to a quality performance 	YES NO	<i>The criteria are focused on the appropriate elements</i>
<ul style="list-style-type: none"> Number of criteria is reasonable 	YES NO	<i>The number of criteria is reasonable</i>
<ul style="list-style-type: none"> Criteria function independently, yet together as a whole 	YES NO	<i>The criteria function independently and as a whole</i>
Descriptors		
<ul style="list-style-type: none"> Accurately describes various levels of work 	YES NO	<i>Inconsistency across the various levels makes this rubric a bit confusing and interferes with the accuracy of the descriptions (see below).</i>
<ul style="list-style-type: none"> Avoids vague or ambiguous language 	YES NO	<i>Some language may need clarification, such as "compelling" or "thoughtful."</i>
<ul style="list-style-type: none"> Same elements described across various levels (parallel) 		

Dance Rubric: Grade 1

Elements	Status	Comments/Suggestions
Performance Levels		
<ul style="list-style-type: none"> Number of levels is age and task appropriate 	YES NO	<i>The number of levels is reasonable for first graders. The teacher might consider providing additional levels for students to score in-between the levels identified.</i>
<ul style="list-style-type: none"> Performance levels are appropriate and negative language is avoided 	YES NO	<i>Labels for the various levels could be clearer. "Emergent" and "Basic" may be too similar for students at this grade level to be able to differentiate between.</i>
Criteria		
<ul style="list-style-type: none"> Aligned to the targeted standards 	YES NO	<i>The criteria is aligned to the targeted standards, with the exception of "Movement followed the beat of the music with clear timing". This is not described in either of the standards aligned to the assessment task.</i>
<ul style="list-style-type: none"> Focused on elements essential to a quality performance 	YES NO	<i>The criteria are focused on the appropriate elements.</i>
<ul style="list-style-type: none"> Number of criteria is reasonable 	YES NO	<i>The number of criteria is reasonable.</i>
<ul style="list-style-type: none"> Criteria function independently, yet together as a whole 	YES NO	<i>The criteria function independently and as a whole.</i>
Descriptors		
<ul style="list-style-type: none"> Accurately describes various levels of work 	YES NO	<i>Inconsistency across the various levels makes this rubric a bit confusing and interferes with the accuracy of the descriptions (see below).</i>
<ul style="list-style-type: none"> Avoids vague or ambiguous language 	YES NO	<i>Some language may need clarification, such as "mostly" or "periodically."</i>
<ul style="list-style-type: none"> Same elements described across various levels (parallel) 	YES NO	<i>The same elements are described across each level.</i>

Music Rubric: Kindergarten

Elements	Status	Comments/Suggestions
Performance Levels		
<ul style="list-style-type: none"> Number of levels is age and task appropriate 	YES NO	<i>The number of levels is reasonable for kindergarteners</i>
<ul style="list-style-type: none"> Performance levels are appropriate and negative language is avoided 	YES NO	<i>Labels for the various levels could be clearer. "Emergent" and "Basic" may be too similar for students at this grade level to be able to differentiate between.</i>
Criteria		
<ul style="list-style-type: none"> Aligned to the targeted standards 	YES NO	<i>The rubric is aligned to the standards, although does not specifically have criteria for playing a variety of classroom instruments independently. The criteria included on the rubric are based on students performing with a group or class.</i>
<ul style="list-style-type: none"> Focused on elements essential to a quality performance 	YES NO	<i>The criteria are focused on the appropriate elements. Depending on what has been taught throughout the class, proper technique may expand farther than holding a mallet correctly. It could also encompass, for example, hitting the drum in the appropriate place.</i>
<ul style="list-style-type: none"> Number of criteria is reasonable 	YES NO	<i>The number of criteria is reasonable.</i>
<ul style="list-style-type: none"> Criteria function independently, yet together as a whole 	YES NO	<i>The criteria function independently and as a whole.</i>
Descriptors		
<ul style="list-style-type: none"> Accurately describes various levels of work 	YES NO	<i>Overall, the descriptions are clear. Some descriptions could include more detail or be enhanced by specifically describing how students should hold the musical instrument.</i>
<ul style="list-style-type: none"> Avoids vague or ambiguous language 	YES NO	<i>Some of the language may need to be clarified or more specific, including "about half of the time".</i>
<ul style="list-style-type: none"> Same elements described across various levels (parallel) 	YES NO	<i>The same elements are described across each level.</i>

Theatre Rubric: Grade 4

Elements	Status	Comments/Suggestions
Performance Levels		
<ul style="list-style-type: none"> Number of levels is age and task appropriate 	YES NO	<i>The number of levels is age and task appropriate.</i>
<ul style="list-style-type: none"> Performance levels are appropriate and negative language is avoided 	YES NO	<i>Labels for the various levels could more appropriate for this grade level. The teacher could replace "Below" with "Novice" and "Acceptable" with "Proficient" in order to avoid negative language.</i>
Criteria		
<ul style="list-style-type: none"> Aligned to the targeted standards 	YES NO	<i>The criteria is aligned to the targeted standards, however, there are multiple theatrical elements that are not addressed in the rubric. For example, this rubric seems to place an emphasis on literary elements, which is one element of theatre, and doesn't place importance on others like technical elements or performance elements.</i>
<ul style="list-style-type: none"> Focused on elements essential to a quality performance 	YES NO	<i>Criteria represent those necessary for a quality performance. It may also be noted that "weights" are included in this rubric with some areas being worth more percentage points of the total points possible than others.</i>
<ul style="list-style-type: none"> Number of criteria is reasonable 	YES NO	<i>The number of criteria is reasonable. It is possible that the "No Evidence" column could be omitted.</i>
<ul style="list-style-type: none"> Criteria function independently, yet together as a whole 	YES NO	<i>The criteria is independent.</i>
Descriptors		
<ul style="list-style-type: none"> Accurately describes various levels of work 	YES NO	<i>Some of the descriptors could be made more clear to increase understanding for students. For example, several of the descriptors under plot development share very similar language, which makes it difficult to distinguish the difference.</i>
<ul style="list-style-type: none"> Avoids vague or ambiguous language 	YES NO	<i>The language could be made more clear, including "few errors" under the script format criterion.</i>
<ul style="list-style-type: none"> Same elements described across various levels (parallel) 	YES NO	<i>The same elements are described across the various performance levels.</i>

GUIDED PRACTICE #3: Using a Rubric

Purpose: The purpose of this activity is to practice using a rubric to evaluate student work and to reach consensus on expectations for student work.

What You Will Need:

1. Facilitation notes
2. Handouts for participants
3. Video or audio clips (dependent on disciplines chosen)

Instructions:

1. Review the learning targets for this segment.
2. Share the purpose of the activity with participants.
3. Provide each participant a copy of the handouts appropriate for their discipline.
4. Working individually, have participants complete the activity by using the rubric to evaluate the samples of student work. Participants should be prepared to justify their evaluations in a group discussion.
5. After individuals have completed the activity, facilitate a group discussion of the responses using the facilitation notes which highlight key points.

Points to Consider:

- It is possible that evaluations of the work may vary. It is important for the group to talk through differences in ratings and to seek consensus.
- You may want to consider asking participants how they could make the rubric stronger to allow consensus to be reached more quickly.
- Depending on the amount of time and level of discussion, you may want to break this activity into more than one session.

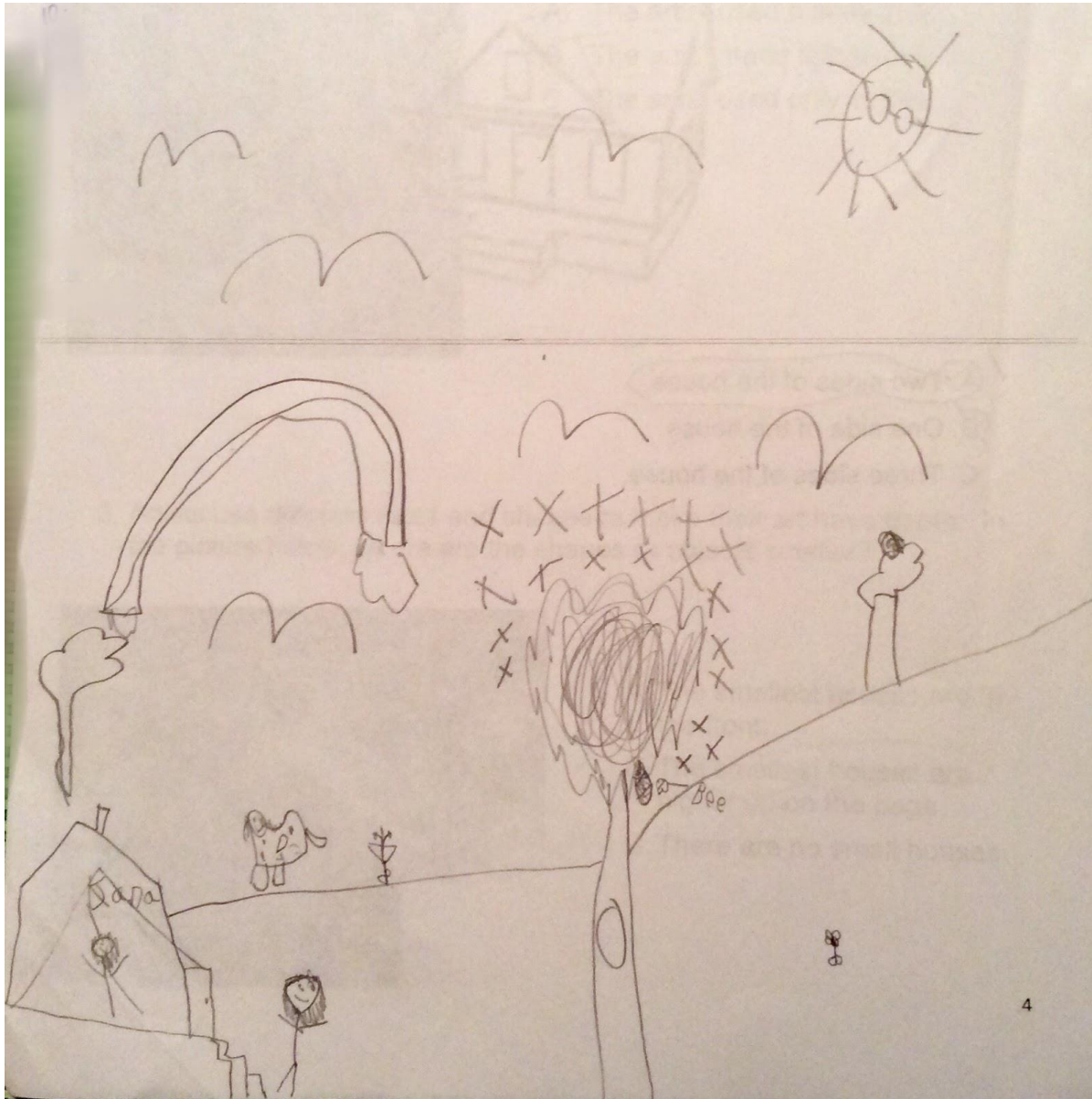
Visual Arts Rubric: Grade 1

Directions: Use the visual arts rubric below to evaluate the examples of student work on the following pages.

Criteria	Did not attempt 0	Basic 5	Proficient 7	Advanced 10	Total Points
Use of space		Drawing shows little evidence of representation of depth through use of lines (diagonal).	Drawing shows an attempts at slanting or diagonal lines	Images in the drawing are representative of depth through slanted or diagonal lines.	_____/10
Use of design elements		Drawing does not show any overlapping objects.	Drawing shows one overlapping object.	Drawing shows two or more examples of overlapping.	_____/10
Ability to represent depth by variety of size		Drawing shows little or no attempt to vary the sizes of objects/shapes.	Drawing shows evidence of some decisions to represent sizes.	Drawing shows evidence of variety in shape size to represent depth.	_____/10
Variety of shape		Drawing shows little or no recognizable shapes.	Drawing shows some evidence of recognizable shapes.	Drawing shows a variety of recognizable shapes.	_____/10
Overall expression		There is no clear evidence of the understanding of depth.	Some evidence of depth is shown in the drawing.	The drawing shows clear evidence of the use of depth.	_____/10
Application of art concepts		The drawing shows no evidence of student's understanding and use of art concepts such as diagonal lines or overlapping shapes.	The drawing shows some evidence of student's understanding and use of art concepts such as diagonal lines or overlapping shapes.	The drawing shows clear evidence of student's understanding and use of art concepts such as diagonal lines or overlapping shapes.	_____/10

Visual Arts: Grade 1

Student Performance Example #1

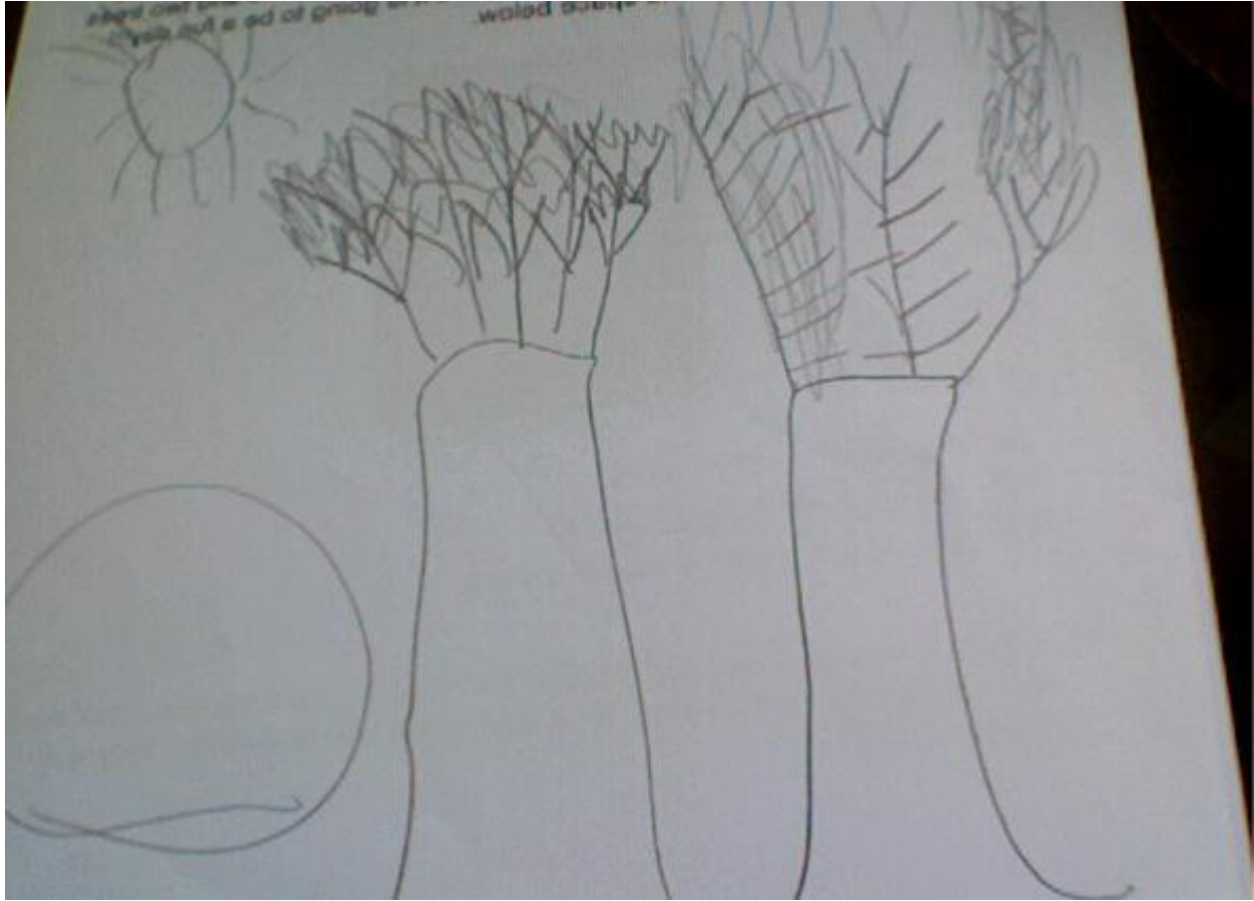


High-Level Example

This student sample includes images in the drawing that are representative of depth through slanted lines (diagonal on steps). The student demonstrated a clear understanding of overlapping in the placement of the house and tree images. Shape/items in the illustration have sizes that are chosen deliberately to show depth (large tree in front, small tree for those farther away in backyard), but not all objects are at the correct scale (birds). The student used a variety of recognizable shapes and clearly demonstrated an understanding and use of elements and principles to show depth. The image suggests the student clearly understood art concepts and how to apply them in their work.

Visual Arts: Grade 1

Student Performance Example #2



Low-Level Example

There is little evidence of depth (no diagonal lines), student did not overlap objects, showed a little choice about sizes with the sun, the shapes are recognizable and the trees have good detail. They did not show depth or use diagonal lines or overlapping shapes.

Visual Arts: Grade 1

Student Performance Example #3



Mid-Level Example

This student used only one diagonal line at the bottom of the house and there is no overlapping to show depth. The student did change the size of the trees as they moved to the background to show depth. There are many recognizable shapes: house, trees, windows, and door. There are magic expression lines coming down from the tree showing movement.

Theatre Rubric: Middle School

Directions: Use the theatre rubric below to evaluate the examples of student work in the video.

Criteria	No Evidence	Novice	Proficient	Advanced	Number of Points
Voice/speech (20%)	0 points	Student attempts to enunciate, using vocal variety and volume; execution is weak or student uses limited or inappropriate enunciation, vocal variety, and volume. 7 points	Student communicates clearly, enunciating and using variety of rate, pitch, tone, and volume. 14 points	Student communicates expressively, enunciating and using variety of rate, pitch, tone, and volume. 20 points	_____
Movement (20%)	0 points	Student uses limited or inappropriate movement. 7 points	Student attempts to use gesture, body movement, and facial expression, but execution is average. 14 points	Student moves expressively, using a variety of gestures, body movements, and facial expressions to effectively illuminate character and story. 20 points	_____
Relationship (20%)	0 points	Dialogue created for characters shows few or no thoughts and feelings of characters. 7 points	Dialogue created for characters shows some thoughts and feelings of characters. 14 points	Dialogue created for characters shows high level of thoughts and feelings of characters Written response indicates complete understanding of relationship of characters. 20 points	_____
Total Points _____					

Theatre: Middle School Student Performance

Example #1: High-Level Example

Review the *Theatre: Middle School Student Performance Example* video on the [Learning Resources page of the OAAC web portal](#).

The student in the purple shirt in the video was the student focused on for purposes of the example.

The student uses his voice well, expressing a range of emotions from excitement to frustration throughout the scene. His voice is clear and words understandable while using a variety of rates, pitches, tone and volume.

The student's movements were also expressive—"face-palming" to energy pushing away his partner from the project, snatching the project away from his partner and "dying" after the project hits him. However, there were some unclear movements while "working" on the project.

Setting was the weakest area shown in the scene. It was clear they entered a location to work on the project, the exact location was unclear.

The relationship between the student and his partners was indicated, though not necessarily complete. He appeared to be of higher status than his partners from the way the scene played out, but full exploration of the character's relationship with the others was not achieved.

Theatre: Middle School Student Performance

Example #2: Low-Level Performance

Review the *Theatre: Middle School Student Performance Example* video on the [Learning Resources page of the OAAC web portal](#).

The tall student in the black/navy shirt and pants was the student focused on for purposes of the example.

The student's voice is fairly quiet and difficult to hear. In addition, enunciation is quite indistinct and unclear. There is some variety in pitch, but it is not noteworthy.

The student's movements were fairly limited. Gestures are not strong. The folded script in hand is a distraction as it is flung around during gestures. Movement lacks energy.

In the scene, the student does not acknowledge the setting, as he stands in one place and rarely looks up from his script. Even when partners are moving in the space, he does not acknowledge them or where they are moving.

Theatre: Middle School Student Performance

Example #3: Mid-Level Example

Review the *Theatre: Middle School Student Performance Example* video on the [Learning Resources page of the OAAC web portal](#).

While each student's performance is fairly similar in this video, the blonde student's performance will be focused on for purposes of the example.

The student uses her voice clearly, adding some brief emotional undertones. Words are easily understandable, however the voice is lacking much expression, even when the scene partner is in need of help.

The student attempted to use gesture and body movement during the scene, such as at the beginning when she pointed to the ground in front of her scene partner, and when she said "Here, use this", however, these were small, quick movements that a watching audience might miss. Body movement seemed to be planned and executed with some uncertainty, as well.

Setting was the weakest area of her performance. The student entered the space, giving a non-verbal gesture to a location, where the other student apparently got stuck. At the end of the scene, when the "stuck" student exits left, this student travels center, stepping right onto the spot where the other student was just stuck.

The relationship between the characters was somewhat indicated, in that one was in need of assistance and the other one chose to give that assistance. This implies some type of relationship has been determined, but intimacy, status and vulnerability were not shown in the scene.

Music Rubric: High School

Directions: Use the rubrics below (Tone and Accuracy) to evaluate the examples of student work in the audio clips.

TONE RUBRIC			
Below (6 points)	Approaching (10 points)	Meets (14 points)	Exceeds (20 points)
<ul style="list-style-type: none"> • Performer has an immature approach to characteristic sound throughout most of the performance. • Performer's tone lacks clarity and is not in line with a characteristic sound. • Performer demonstrates little awareness of tuning tendencies of instruments and uniform intonation within the ensemble. There are numerous flaws. • There is little or no use of dynamic contrast 	<ul style="list-style-type: none"> • Performer has a fundamental approach to tone production and quality is only evident in limited ranges. • Performer has clarity of sound, but it lapses causing a non-characteristic sound in several places • Performer does not demonstrate consistent quality intonation or it is only evident in limited ranges. • Dynamic contrasts are attempted, but are not always obvious and/or are performed with a lack of control. 	<ul style="list-style-type: none"> • Performer has a mature, characteristic sound throughout the complete range of the instrument, but may show minor flaws in the extreme ranges. • Performer has exceptional clarity of sound with few moments of uncharacteristic tone. • There are no noticeable intonation flaws within any sections. • Dynamic contrast is obvious and effective and heightens the overall effect 	<ul style="list-style-type: none"> • Performer has an exceptionally mature, characteristic sound throughout the complete range of the instrument. • Performer has exceptional clarity of sound. • There are no noticeable intonation flaws within any sections. • Dynamic contrast is obvious and effective and heightens the overall effect

ACCURACY RUBRIC			
Below (6 points)	Approaching (10 points)	Meets (14 points)	Exceeds (20 points)
<ul style="list-style-type: none"> • Performer plays the majority of the notes incorrectly. • Rhythmic approach is weak and there are many inaccurate rhythms. • Articulation is not appropriate or evident the majority of the time. There is no evidence of dynamic contrast 	<ul style="list-style-type: none"> • Performer misses several notes; the majority of the fingers are correct. • Rhythmic approach is uniform throughout, but there are inconsistencies and inaccurate rhythms. • Articulation is not appropriate much of the time; the articulation and style markings are not observed in many places. There is little evidence of dynamic contrast. 	<ul style="list-style-type: none"> • Performer misses notes; the majority of the fingers are correct. • Rhythmic approach is uniform throughout and there are only slight rhythmic inconsistencies. • Articulation is appropriate much of the time, but there are few occasions when inconsistencies are present. • All dynamics are evident and performed. 	<ul style="list-style-type: none"> • Performer plays all notes correctly with both correct fingerings and correct positions. • Precision and clarity is exceptional at all tempos. • Rhythmic approach is uniform throughout and there are no rhythmic inconsistencies. • Articulation markings are all performed appropriately and characteristic of the style. All dynamics are evident and performed at an exceptional level

Music: High School Student Performance

Example #1: High-Level Example

Review the *Music: High School Student Performance Example* video on the [Learning Resources page of the OAAC web portal](#).

This student performed with a mature sound for their age with great intonation. There was dynamic contrast when appropriate as well. The articulation and rhythm of the selection was correct and accurate. Fingerings were accurate as well.

Music: High School Student Performance

Example #2: Low-Level Example

Review the *Music: High School Student Performance Example* video on the [Learning Resources page of the OAAC web portal](#).

This student performed very poorly. The melody was nearly unrecognizable. The trumpet player regularly missed partials and played wrong notes. Dynamics and articulations were virtually non-existent.

Music: High School Student Performance

Example #3: Mid-Level Example

Review the *Music: High School Student Performance Example* video on the [Learning Resources page of the OAAC web portal](#).

Performer has a fundamental approach to tone production and quality. Dynamics contrasts are attempted but are not always tempted. Has missed notes but majority of fingers are correct.

Dance: Grade 6

Directions: Use the dance rubric below to evaluate the following examples of student work.

Criteria	Emergent (1 point)	Basic 2 points	Proficient 3 points	Accelerated 4 points	Total Points
Demonstrated clear beginning, middle and ending of dance.	Did not complete the assigned work fully. Had only one section of the dance.	Had difficulty with skills and concepts. Missing section of beginning, middle and end.	Did not yet show thorough understanding of all skills and concepts. Had somewhat clear beginning, middle and end.	Showed thorough understanding of skill and concepts. Had clear beginning, middle and end. Evidence of completion and consistency.	____/4
Used all three elements of dance.	Had only one element of dance.	Had only two elements of dance. Little variation in how elements were used.	Used three elements of dance but with little variation.	Used all three elements of dance in a wide variety, and clear manner	____/4
Used social issue theme.	Little to no evidence of social theme demonstrated through the elements of dance.	Inconsistent evidence of social theme demonstrated through the elements of dance.	Evidence of social theme demonstrated through the elements of dance.	Strong evidence of social theme in movement demonstrated through the elements of dance.	____/4
Remembered sequence.	Struggled to remember and complete full movement sequence and did not fully complete.	Movement sequence was not clear and sections were forgotten.	Movement sequence was mostly clear.	Accuracy of movement sequence was clear.	____/4
Movement followed the beat of the music with clear timing.	Movements did not follow the beat of the music.	Movements followed the beat of the music periodically.	Movement mostly followed the beat of the music.	Movement consistently followed the beat of the music.	____/4
Movement flowed easily from one action to the other.	Transitions were not clear.	Most transitions were not clear.	Some transitions were not clear.	Movement had smooth transitions.	____/4
Retained strong focus throughout the performance.	Focus was not evident.	Focus was scattered and not consistent.	Focus wavered periodically.	Retained consistent focus throughout the dance.	____/4

Dance: Grade 6 Student Performance

Example #1: High-Level Example

Review the *Dance: Grade 6 Student Performance Example* video on the [Learning Resources page of the OAAC web portal](#).

Dancers incorporate rope as an extension of their bodies. Through their investigations of taking risks with the rope, the dancers discover how to embody risk taking. For example, when one student releases the end of her side of the rope, the other student immediately drops. The students apply weight sharing with the rope, and there is great trust among the two students because without investigating trust, risk taking would be dangerous. The students explore all elements of dance, including turns (vestibular) and going on/off balance (upper/lower and body-half). There is evidence of head-tail investigations when they suddenly drop to the ground.

This dance has a clear beginning, middle, and end. What makes this dance accelerated, is the dancers' ability to embody the concept of taking risks. They use a prop to inspire their movement design, they investigate the elements of dance, and they use different forms of weight sharing (both with their partner and with their own bodies). If we had more time, encourage the dancers to perform their duet without the prop, to experiment with how to embody risk taking using previous body knowledge that was gained via the prop. That would be the next level of body-mind development with this project.

Music was not incorporated into this dance and therefore that element of the rubric cannot be used.

Dance: Grade 6 Student Performance

Example #2: Mid-Level Example

Review the *Dance: Grade 6 Student Performance Example* video on the [Learning Resources page of the OAAC web portal](#).

The dancers incorporate props as an extension of their bodies. They did a great job investigating prop possibilities, which highly influenced movement design. The dancers had a clear beginning, developed middle, and resolution as an ending. They investigated the elements of dance but have room to further explore the quality of weight (light weight vs. heavy weight). Although the dancers incorporated their props, invite them to continue to embody risk taking. There were many moments of risk taking throughout their piece, however the embodiment was not consistent the whole time. The dancers had a clear intention of body-focus but unclear about where they were in space, and how they were traveling through space. Music is not incorporated into this dance and therefore that element of the rubric cannot be used.

Suggested Application Activities

1. Use the rating table to rate a performance assessment currently in use in your practice, or ask a colleague to use the table to rate a performance assessment you are currently using. Use the rating as a guide to improve your performance assessment.
2. Use the Rubric Checklist to review a rubric currently used in your practice, or ask a colleague to use the checklist to review a rubric you are currently using. Use the checklist to improve your rubric.
3. Work with a colleague to develop a common performance assessment and accompanying rubric. Evaluate the assessment and the rubric using the resources in the guided practice activities.
4. Calibrate scoring to be sure that rubrics are being used consistently. Consider the following process as you work to align interpretations of a rubric:
5. For a common performance assessment, ask teachers to submit samples of student work that they consider to be at each performance level (e.g., high, medium, or low)
6. Ask each teacher to score the samples of student work independently
7. Create a table or chart that captures the range of scores for each sample of work
8. Guide the group in discussing their evaluations and attempt to reach consensus on an overall score (holistic rubric) or on a score for each criteria (analytic rubric)
9. Allow for suggestions to make the rubric clearer
10. Repeat the process with different examples of student work based on the same rubric, and chart the results to see if results are more consistent. If they are not, brainstorm ways to provide further clarity to the rubric.

PARTICIPANT MATERIALS

GUIDED PRATICE #1: Evaluating Performance Tasks

Guided Practice #1: Evaluating Performance Tasks

Music: Grade 1

Directions: Read each standard and performance assessment. Rate the performance assessment on each of the high-quality criteria listed in the table. Include comments to explain your rating choice.

Standard: Analyze how the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts are combined to communicate meaning in the creation of, performance of, or response to music.

Task: In a small group, select a song to perform as a group. Use the following terms and apply the musical terms to the song you selected.

- Melody
- Tune
- Rhythm
- Form
- Texture-Solo, Duet, Trio, Quartet
- Timbre (Tone Color): Articulation: Smooth (Legato), Crisp (Staccato)
- Dynamics: Loud (Forte), Soft (Piano)
- Expression

You will have fifteen minutes to practice your song with your group before singing in front of the class.

Rating Guide: 1 = Low Quality and 4 = High-Quality

Criteria	Rating	Comments
Aligned	1 2 3 4	
Feasible	1 2 3 4	
Clear	1 2 3 4	
Measurable	1 2 3 4	
Observable	1 2 3 4	
Fair	1 2 3 4	

Guided Practice #1: Evaluating Performance Tasks

Music: High School

Directions: Read each standard and performance assessment. Rate the performance assessment on each of the high-quality criteria listed in the table. Include comments to explain your rating choice.

Standard: Analyze how the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts are combined to communicate meaning in the creation of, performance of, or response to music.

Task: Create an original composition considering how the elements of music (melody, rhythm, harmony, dynamics, tone color, texture, form) combine to communicate meaning. Write a brief response explaining the choice made in your composition using specific examples from the piece.

Rating Guide: 1 = Low Quality and 4 = High-Quality

Criteria	Rating	Comments
Aligned	1 2 3 4	
Feasible	1 2 3 4	
Clear	1 2 3 4	
Measurable	1 2 3 4	
Observable	1 2 3 4	
Fair	1 2 3 4	

Guided Practice #1: Evaluating Performance Tasks

Dance: Grade 2

Directions: Read each standard and performance assessment. Rate the performance assessment on each of the high-quality criteria listed in the table. Include comments to explain your rating choice.

Standards:

- Share responsibility for collaborating with peers to create movement sequences and informal dances.
- Explore the basic elements of dance with an emphasis on expression, focus and confidence
- Share their preferences for the dances they observe and consider those of their peers.

Task: In a group of four, you will perform a dance that you have previously learned in class. You will have ten minutes to practice before you perform in front of your classmates.

Rating Guide: 1 = Low Quality and 4 = High-Quality

Criteria	Rating	Comments
Aligned	1 2 3 4	
Feasible	1 2 3 4	
Clear	1 2 3 4	
Measurable	1 2 3 4	
Observable	1 2 3 4	
Fair	1 2 3 4	

Guided Practice #1: Evaluating Performance Tasks

Dance: High School Beginning

Directions: Read each standard and performance assessment. Rate the performance assessment on each of the high-quality criteria listed in the table. Include comments to explain your rating choice.

Standards:

- Compose and perform a dance that demonstrates expression and clarity of intention.
- Explore interdisciplinary ideas to support and inspire the choreographic process.
- Explain the impact of history and culture on dance as an art form.

Task: Choreograph a 1–2 minute long solo dance that represents a piece of visual art from a historical time period. You may choose a piece of music that relates to your own interpretation of the visual art piece that encapsulates its culture and historical significance. Your choreographed dance will use a variety of dance elements and utilize at least two different dance principles of organization. You will also be required to provide a choreographer's statement that identifies the chosen artwork, how you expressed each of the visual arts elements in your dance.

Rating Guide: 1 = Low Quality and 4 = High-Quality

Criteria	Rating	Comments
Aligned	1 2 3 4	
Feasible	1 2 3 4	
Clear	1 2 3 4	
Measurable	1 2 3 4	
Observable	1 2 3 4	
Fair	1 2 3 4	

Guided Practice #1: Evaluating Performance Tasks

Theatre: Grade 5

Directions: Read each standard and performance assessment. Rate the performance assessment on each of the high-quality criteria listed in the table. Include comments to explain your rating choice.

Standard: Use vivid, descriptive language to create a script around one or more elements of theatre (e.g., character, action, prop, setting).

Task: Write a script based on the poem, “Jabberwocky”. The script must include the Jabberwock and the boy, but you may choose to add another character if you like. Your script should take place before the Jabberwock is killed (he might even survive in your scene if you like). Answer the question why the boy is searching for the Jabberwock in your scene.

The script should include:

- A conflict that gets bigger or more intense,
- A turning point, and
- A resolution.

Make sure to give each character words to speak that are appropriate for that character. Use proper script format, including some stage directions. You will have up to one complete class period to write and revise your script.

Rating Guide: 1 = Low Quality and 4 = High-Quality

Criteria	Rating	Comments
Aligned	1 2 3 4	
Feasible	1 2 3 4	
Clear	1 2 3 4	
Measurable	1 2 3 4	
Observable	1 2 3 4	
Fair	1 2 3 4	

Guided Practice #1: Evaluating Performance Tasks

Theatre: High School

Directions: Read each standard and performance assessment. Rate the performance assessment on each of the high-quality criteria listed in the table. Include comments to explain your rating choice.

Standards:

- Manipulate vocal qualities, posture, movement and language to express variety in characters and situations.
- Write and act out a dramatic scene.
- Demonstrate improvisation and explain how it benefits character, scene and script development.

Task: You and a partner will work cooperatively to perform a 1-minute improvisation. You will need to be clear with the setting and to establish a situation with a clear conflict and a resolution. This will test your ability to sustain a believable character that is exciting to watch, makes imaginative choices, and demonstrate skill in acting with a partner. The best way to do this would be to use clear and expressive movement and vocal techniques that move your character toward an objective. You will have time to create your improvisation, review your performance with another partnership, revise and perform a one-minute improvisation with your partner.

Rating Guide: 1 = Low Quality and 4 = High-Quality

Criteria	Rating	Comments
Aligned	1 2 3 4	
Feasible	1 2 3 4	
Clear	1 2 3 4	
Measurable	1 2 3 4	
Observable	1 2 3 4	
Fair	1 2 3 4	

Guided Practice #1: Evaluating Performance Tasks

Visual Arts: Grade 5

Directions: Read each standard and performance assessment. Rate the performance assessment on each of the high-quality criteria listed in the table. Include comments to explain your rating choice.

Standard: Select and use the elements and principles of art and design to communicate understanding of an interdisciplinary concept.

Task: Draw a still life that includes a vase of flowers as well as other objects of your choice. The vase and objects you draw should be sitting on a table in your picture. Use shapes, lines, and other details that will make the person looking at your still life feel happy and excited.

Rating Guide: 1 = Low Quality and 4 = High-Quality

Criteria	Rating	Comments
Aligned	1 2 3 4	
Feasible	1 2 3 4	
Clear	1 2 3 4	
Measurable	1 2 3 4	
Observable	1 2 3 4	
Fair	1 2 3 4	

Guided Practice #1: Evaluating Performance Tasks

Visual Arts: Grade 8

Directions: Read each standard and performance assessment. Rate the performance assessment on each of the high-quality criteria listed in the table. Include comments to explain your rating choice.

Standards:

- Select, organize, and manipulate skills, elements and techniques appropriate to the art form when making art.
- Demonstrate increased technical skill and craftsmanship by using more complex processes and materials to design and create two- and three-dimensional artworks.
- Use critical thinking and visual literacy to communicate a specific idea.

Task: The owner of a company that produces book bags is having a contest to design a book bag that will appeal to a person your age. The company owner requires that you create a drawing demonstrating an understanding of line, value, and texture. You will have class time to sketch your plan and create your drawing, and you will need to identify these elements as used in your drawing. Additionally, you will need to create a prototype of your book bag design to share with the owner. You will need to secure materials for your prototype on your own, and time in class will not be provided for the prototype construction. Lastly, you will present your drawing and prototype and be asked to justify the choices made. Presentations will begin in three days.

Rating Guide: 1 = Low Quality and 4 = High-Quality

Criteria	Rating	Comments
Aligned	1 2 3 4	
Feasible	1 2 3 4	
Clear	1 2 3 4	
Measurable	1 2 3 4	
Observable	1 2 3 4	
Fair	1 2 3 4	

PARTICIPANT MATERIALS

GUIDED PRATICE #2: Evaluating a Rubric for Quality

Guided Practice #2: Evaluating a Rubric for Quality

Rubric Sample #1: High School Visual Arts Portfolio Review

Directions: Use the Quality Rubric Checklist to review each of the following rubrics.

Standards:

- Students will develop a well-organized portfolio that demonstrates academic growth over time.
- Students will reflect on their portfolio by critiquing their work and progress and explaining why each piece was selected to be included in the portfolio.

Level	Description
Level 1: OK	The work in the portfolio is not organized and has many errors. Reflections do not demonstrate the ability to accurately critique work.
Level 2: Acceptable	Items are somewhat organized to show connections from one sample to the next, but topics or activities included are limited in scope. Reflections show an attempt to critique work, but may be cursory in nature.
Level 3: Good	Items included clearly demonstrate the major foci of the course. Items are introduced and well organized and connections between selected pieces are clear. Reflections show the ability to critique work and explain why each piece was selected.
Level 4: Excellent	Items include a variety of topics and all samples of work are high quality. Items are introduced, well organized, and displayed in a compelling manner. Reflections are accurate and thoughtful.

Guided Practice #2: Evaluating a Rubric for Quality

Rubric Sample #2: First Grade Dance Performance Task

Standards:

- Demonstrate basic locomotor and non-locomotor movement patterns using changes in time, space, body shape, and movement quality to construct and express personal meaning.
- Create and perform a memorized movement sequence with a clear beginning, middle, and end.

SCORING Criteria	Did Not Attempt	Emergent	Basic	Proficient	Accelerated	Points Awarded
Sequence (30%)	0 points	Did not complete the assigned work fully. Had only one section of the dance. (5 points)	Had difficulty with skills and concepts. Missing section of beginning, middle, and end. (8 points)	Did not show thorough understanding of all skills and concepts. Had somewhat clear beginning, middle, and end. (11 points)	Showed thorough understanding of skill and concepts. Had clear beginning, middle, and end. (15 points)	_____/15
Shapes (30%)	0 points	Used only one body shape. (5 points)	Used two different body shapes. (8 points)	Used three different body shapes. (11 points)	Used four different body shapes. (15 points)	_____/15
Memorization (10%)	0 points	Struggled to remember and complete full movement sequence and did not fully complete. (2 points)	Movement sequence was not clear and sections were forgotten. (3 points)	Movement sequence was mostly clear. (4 points)	Accuracy of movement sequence was clear. (5 points)	_____/5
Timing (10%)	0 points	Movements did not follow the beat of the music. (2 points)	Movements followed the beat of the music periodically. (3 points)	Movement mostly followed the beat of the music. (4 points)	Movement consistently followed the beat of the music. (5 points)	_____/5
Transitions (10%)	0 points	Transitions were not clear. (2 points)	Most transitions were not clear. (3 points)	Some transitions were not clear. (4 points)	Movement had smooth transitions. (5 points)	_____/5
Focus (10%)	0 points	Focus was not evident. (2 points)	Focus was scattered and not consistent. (3 points)	Focus wavered periodically. (4 points)	Retained consistent focus throughout the dance. (5 points)	_____/5

Guided Practice #2: Evaluating a Rubric for Quality

Rubric Sample #3: Kindergarten Music Performance Task

Standards:

- Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.
- Demonstrate a steady beat and maintain it while performing.

Criterion	Emerging (2)	Basic (3)	Proficient (4)	Advanced (5)
Demonstrates steady beat with the instrument group as an introduction to the song.	The student plays during the introduction but cannot yet maintain a steady beat.	The student looks to other students for cues to play a steady beat pattern. The student plays throughout the introduction and maintains steady beat less than half of the time.	The student waits for cues from other students or the teacher to begin playing steady beat. The student plays throughout the introduction and maintains steady beat about half of the time.	The student independently initiates steady beat pattern and confidently maintains it during the song introduction.
Maintains steady beat as the song is sung and other children play the game.	The student plays the rhythm of the song or another pattern consistently throughout. If the student plays steady beat patterns at all, that pattern is not maintained for more than two consecutive measures.	The student's steady beat pattern is accurate less than half of the time. The student plays the rhythm of the song or a different rhythm rather than a steady beat pattern.	The student plays an accurate steady beat to accompany the singing about half of the time.	The student's steady beat pattern is clear and accurate throughout the song.
Holds instrument or mallets correctly.	The student creates his or her own way to hold the instrument or mallets that is contrary to that demonstrated by the teacher (and unrelated to special needs adaptation).	The student holds the instrument or mallets correctly less than half of the time.	The student holds the instrument or mallets correctly more than half of the time.	The student independently and confidently holds the instrument or mallets with correct grip or playing position.

Guided Practice #2: Evaluating a Rubric for Quality

Rubric Sample #4: Fifth Grade Theatre Performance Task

Standards: Use vivid, descriptive language to create a script around one or more elements of theatre.

Criteria	No Evidence	+/- (4)	Below (5)	+/- (6)	Acceptable (7)	+/- (9)	Advanced (10)
Script Format (20%—pts x2)			Script is written basically in appropriate format, but may be missing essential element(s) (e.g., character name separated from line spoken, starting each character line on next line, stage directions set off using parentheses)		Script is written in appropriate format, (e.g., character name separated from line spoken, starting each character line on next line, stage directions set off using parentheses) with few errors		Script is written in appropriate format, (e.g., character name separated from line spoken and stage directions set off using parentheses) with no errors
Plot development (40%—pts x4)			Plot is based on existing story. May include conflict, turning point and/or resolution.		Plot is based on existing story and includes the conflict, turning point, and resolution.		Plot uses existing story as a basis, developing an interesting conflict, turning point, and resolution.
Creativity (20%—pts x2)			Plot reflects similar perspective to the given text.		Plot reflects a different perspective than present in the given text.		Plot reflects a well-developed, unique perspective, with a basis in the given text.
Appropriate Dialogue (20%—pts x2)			Dialogue written for characters expresses a developing level of thoughts and feelings of the characters; may be consistent with given text and/or perspective.		Dialogue written for characters expresses thoughts and feelings consistent with given text and perspective.		Dialogue written for characters expresses thoughts and feelings consistent with given text and developed perspective, and in a voice which adds depth to the characterization.

PARTICIPANT MATERIALS

GUIDED PRATICE #3: Using a Rubric

Guided Practice #3: Using a Rubric

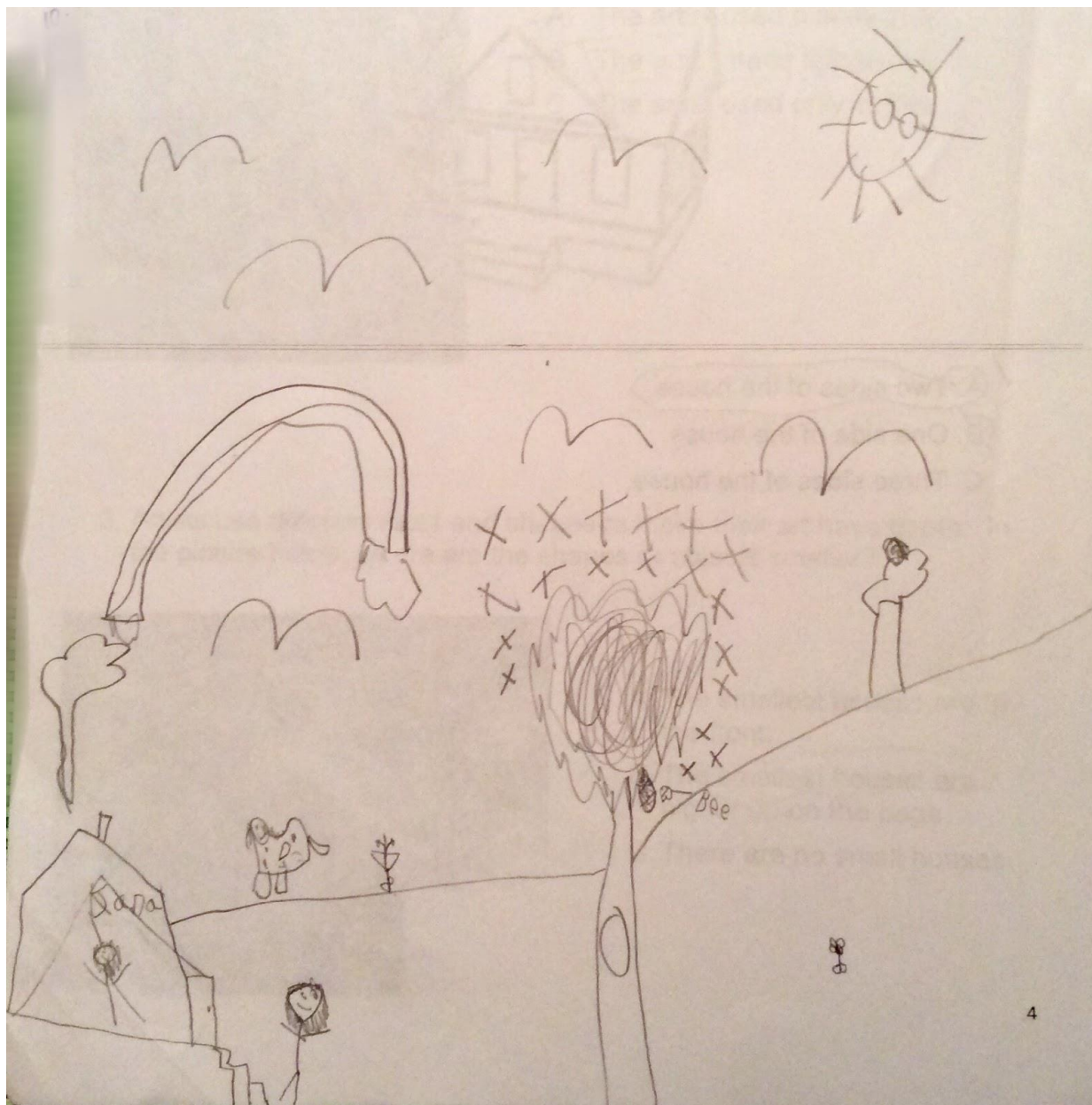
Visual Arts: Grade 1

Directions: Use the Visual Arts rubric to evaluate the following examples of student work

Criteria	Did not attempt 0	Basic 5	Proficient 7	Advanced 10	Total Points
Use of space		Drawing shows little evidence of representation of depth through use of lines (diagonal).	Drawing shows an attempts at slanting or diagonal lines	Images in the drawing are representative of depth through slanted or diagonal lines.	_____/10
Use of design elements		Drawing does not show any overlapping objects.	Drawing shows one overlapping object.	Drawing shows two or more examples of overlapping.	_____/10
Ability to represent depth by variety of size		Drawing shows little or no attempt to vary the sizes of objects/shapes.	Drawing shows evidence of some decisions to represent sizes.	Drawing shows evidence of variety in shape size to represent depth.	_____/10
Variety of shape		Drawing shows little or no recognizable shapes.	Drawing shows some evidence of recognizable shapes.	Drawing shows a variety of recognizable shapes.	_____/10
Overall expression		There is no clear evidence of the understanding of depth.	Some evidence of depth is shown in the drawing.	The drawing shows clear evidence of the use of depth.	_____/10
Application of art concepts		The drawing shows no evidence of student's understanding and use of art concepts such as diagonal lines or overlapping shapes.	The drawing shows some evidence of student's understanding and use of art concepts such as diagonal lines or overlapping shapes.	The drawing shows clear evidence of student's understanding and use of art concepts such as diagonal lines or overlapping shapes.	_____/10

Guided Practice #3: Using a Rubric

Visual Arts: Grade 1 Student Performance Example #1



Notes

Guided Practice #3: Using a Rubric

Visual Arts: Grade 1 Student Performance Example #2



Notes

Guided Practice #3: Using a Rubric

Visual Arts: Grade 1 Student Performance Example #3



Notes

Guided Practice #3: Using a Rubric

Theatre: Middle School

Directions: Use the rubric to evaluate the following examples of student work in the video clips.

Criteria	No Evidence	Novice	Proficient	Advanced	Number Of Points
Voice/speech (20%)	0 Points	Student attempts to enunciate, using vocal variety and volume; execution is weak or student uses limited or inappropriate enunciation, vocal variety, and volume. 7 Points	Student communicates clearly, enunciating and using variety of rate, pitch, tone, and volume. 14 Points	Student communicates expressively, enunciating and using variety of rate, pitch, tone, and volume. 20 Points	_____
Movement (20%)	0 Points	Student uses limited or inappropriate movement. 7 Points	Student attempts to use gesture, body movement, and facial expression, but execution is average. 14 Points	Student moves expressively, using a variety of gestures, body movements, and facial expressions to effectively illuminate character and story. 20 Points	_____
Relationship (20%)	0 Points	Dialogue created for characters shows few or no thoughts and feelings of characters. 7 Points	Dialogue created for characters shows some thoughts and feelings of characters. 14 Points	Dialogue created for characters shows high level of thoughts and feelings of characters Written response indicates complete understanding of relationship of characters. 20 Points	_____
					Total Points _____

Guided Practice #3: Using a Rubric

Theatre: Middle School Student Performance Example #1

Directions: Review the *Theatre: Middle School Student Performance Example* video on the [Learning Resources page of the OAAC web portal](#). Focus on the student wearing the purple shirt.

Notes

Theatre: Middle School Student Performance Example #2

Directions: Review the *Theatre: Middle School Student Performance Example* video on the [Learning Resources page of the OAAC web portal](#). Focus on the student in the black/navy pants and shirt.

Notes

Theatre: Middle School Student Performance Example #3

Directions: Review the *Theatre: Middle School Student Performance Example* video on the [Learning Resources page of the OAAC web portal](#). Focus on the student with blonde hair.

Notes

Guided Practice #3: Using a Rubric

Music: High School

Directions: Use the rubrics below for both tone and accuracy to evaluate the examples of student work in the audio clips.

TONE RUBRIC			
Below (6 points)	Approaching (10 points)	Meets (14 points)	Exceeds (20 points)
<ul style="list-style-type: none"> • Performer has an immature approach to characteristic sound throughout most of the performance. • Performer's tone lacks clarity and is not in line with a characteristic sound. • Performer demonstrates little awareness of tuning tendencies of instruments and uniform intonation within the ensemble. There are numerous flaws. • There is little or no use of dynamic contrast. 	<ul style="list-style-type: none"> • Performer has a fundamental approach to tone production and quality is only evident in limited ranges. • Performer has clarity of sound, but it lapses causing a non-characteristic sound in several places. • Performer does not demonstrate consistent quality intonation or it is only evident in limited ranges. • Dynamic contrasts are attempted, but are not always obvious and/or are performed with a lack of control. 	<ul style="list-style-type: none"> • Performer has a mature, characteristic sound throughout the complete range of the instrument, but may show minor flaws in the extreme ranges. • Performer has exceptional clarity of sound with few moments of uncharacteristic tone. • There are no noticeable intonation flaws within any sections. • Dynamic contrast is obvious and effective and heightens the overall effect. 	<ul style="list-style-type: none"> • Performer has an exceptionally mature, characteristic sound throughout the complete range of the instrument. • Performer has exceptional clarity of sound. • There are no noticeable intonation flaws within any sections. • Dynamic contrast is obvious and effective and heightens the overall effect.

ACCURACY RUBRIC			
Below (6 points)	Approaching (10 points)	Meets (14 points)	Exceeds (20 points)
<ul style="list-style-type: none"> • Performer plays the majority of the notes incorrectly. • Rhythmic approach is weak and there are many inaccurate rhythms. • Articulation is not appropriate or evident the majority of the time. There is no evidence of dynamic contrast. 	<ul style="list-style-type: none"> • Performer misses several notes; the majority of the fingers are correct. • Rhythmic approach is uniform throughout, but there are inconsistencies and inaccurate rhythms. • Articulation is not appropriate much of the time; the articulation and style markings are not observed in many places. There is little evidence of dynamic contrast. 	<ul style="list-style-type: none"> • Performer misses notes; the majority of the fingers are correct. • Rhythmic approach is uniform throughout and there are only slight rhythmic inconsistencies. • Articulation is appropriate much of the time, but there are few occasions when inconsistencies are present. • All dynamics are evident and performed. 	<ul style="list-style-type: none"> • Performer plays all notes correctly with both correct fingerings and correct positions. • Precision and clarity is exceptional at all tempos. • Rhythmic approach is uniform throughout and there are no rhythmic inconsistencies. • Articulation markings are all performed appropriately and characteristic of the style. All dynamics are evident and performed at an exceptional level.

Guided Practice #3: Using a Rubric

Music: High School Student Performance Example #1

Review the *Music: High School Student Performance Example* video on the [Learning Resources page of the OAAC web portal](#).

Notes

Music: High School Student Performance Example #2

Review the *Music: High School Student Performance Example* video on the [Learning Resources page of the OAAC web portal](#).

Notes

Guided Practice #3: Using a Rubric

Dance: Grade 6

Directions: Use the dance rubric below to evaluate the following examples of student work.

Criteria	Emergent 1 point	Basic 2 points	Proficient 3 points	Accelerated 4 points	Total Points
Demonstrated clear beginning, middle, and ending of dance.	Did not complete the assigned work fully. Had only one section of the dance.	Had difficulty with skills and concepts. Missing section of beginning, middle, and end.	Did not yet show thorough understanding of all skills and concepts. Had somewhat clear beginning, middle, and end.	Showed thorough understanding of skill and concepts. Had clear beginning, middle, and end. Evidence of completion and consistency.	_____/4
Used all three elements of dance.	Had only one element of dance.	Had only two elements of dance. Little variation in how elements were used.	Used three elements of dance but with little variation.	Used all three elements of dance in a wide variety, and clear manner.	_____/4
Used social issue theme.	Little to no evidence of social theme demonstrated through the elements of dance.	Inconsistent evidence of social theme demonstrated through the elements of dance.	Evidence of social theme demonstrated through the elements of dance.	Strong evidence of social theme in movement demonstrated through the elements of dance.	_____/4
Remembered sequence.	Struggled to remember and complete full movement sequence and did not fully complete.	Movement sequence was not clear and sections were forgotten.	Movement sequence was mostly clear.	Accuracy of movement sequence was clear.	_____/4
Movement followed the beat of the music with clear timing.	Movements did not follow the beat of the music.	Movements followed the beat of the music periodically.	Movement mostly followed the beat of the music.	Movement consistently followed the beat of the music.	_____/4
Movement flowed easily from one action to the other.	Transitions were not clear.	Most transitions were not clear.	Some transitions were not clear.	Movement had smooth transitions.	_____/4
Retained strong focus throughout the performance.	Focus was not evident.	Focus was scattered and not consistent.	Focus wavered periodically.	Retained consistent focus throughout the dance.	_____/4

Guided Practice #3: Using a Rubric

Dance: Grade 6 Student Performance Example #1

Review the *Dance: Grade 6 Student Performance Example* video on the [Learning Resources page of the OAAC web portal](#).

Notes

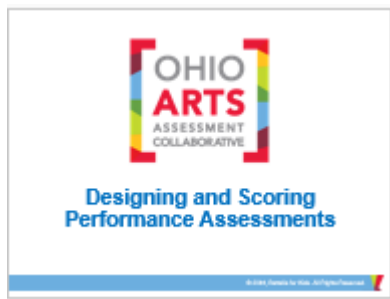
Dance: Grade 6 Student Performance Example #2

Review the *Dance: Grade 6 Student Performance Example* video on the [Learning Resources page of the OAAC web portal](#).

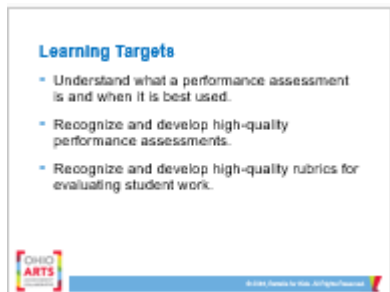
Notes

RESOURCES

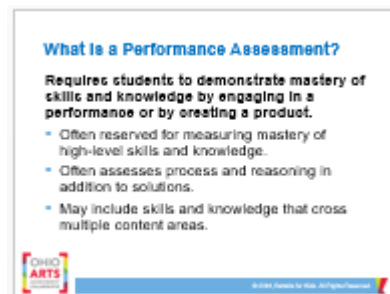
Resource 1: PowerPoint with Notes



Slide 1: Cover Slide



Slide 2: Learning Targets



Slide 3: What is Performance Assessment?

A performance assessment requires demonstration of knowledge and skills. This can be accomplished through a verbal performance (such as giving a speech or participating in a debate), a physical performance (such as acting in a play or giving someone a haircut), or an auditory performance (such as singing or playing a musical instrument). It can also be accomplished through the creation of a product, such as a model or a plan for healthy eating. It is also important to consider that a performance assessment might be “big,” and occur over a period of time, or it may be “small,” and only need a few minutes to complete. Consider the difference between designing and conducting an experiment (big) and dribbling a basketball (small).

(CLICK) Performance assessments are unique in that they often evaluate the process and reasoning skills that students use to arrive at conclusions and solution, which is rarely done using other assessment modalities. Additionally, due to the nature of performance assessments, they are often able to measure higher-level cognitive skills as well as skills that cross multiple content areas.


Why is Performance Assessment Important?

Some standards require performance assessments.

- Example: Create artworks that demonstrate awareness of two- and three-dimensional space.

Performance Assessment can measure the integration of knowledge and skills not easily measured by other methods.

- Example: Write a script based on a painting that captures the time period as well as the mood of the artwork.



Slide 4: Why is Performance Assessment Important?

Slide 4: Why is Performance Assessment Important?

(CLICK) Some standards, by their very nature, require performance assessments to be developed. In this example, to determine if a student can create art with the required elements, the teacher would need to use a performance assessment.

(CLICK) Performance assessment can measure the integration of knowledge and skills across content areas, which is not always easy to do with other assessment methods. In this example, students will need to choreograph a dance, but will also need to understand current social issues well enough to integrate the concept into the choreography.



Slide 5: What is a Performance Assessment?

Performance assessment is really a general term that encompasses other terms/labels that educators use to refer to the practice. Many consider (CLICK) **Performance-Based Assessment** to be a term to differentiate an assessment practice that goes beyond traditional “paper-pencil” assessments. Some look at performance assessment as a performance dyad (CLICK) that is comprised of an extended formative assessment (referred to as a **Learning Task**) and a more summative **Assessment Task**.

(CLICK) Sometimes we hear performance assessment referred to as a **Performance Task**; many consider a performance assessment to be comprised of multiple performance tasks. Lastly (CLICK), we often hear performance assessment referred to as a form as **Authentic Assessment**, which usually includes the defining feature that the performance assessment be embedded in real-world application. Although there may be many different approaches to performance assessment, there are also key similarities which we will focus on in this segment.

Traditional vs. Performance Assessment

Traditional Assessment	Performance Assessment
Usually Selected Response or shorter constructed responses.	Emphasis is more on “doing.”
More teacher-directed.	More student-directed.
Higher-order thinking may be assessed, but not as often.	Often measures learning not easily measured by other methods.
Process is rarely assessed.	Focuses on process as well as product.
Usually one right answer.	More than one answer may be considered correct. Some open-ended may be used.




Slide 6: Traditional vs. Performance Assessment

Slide 6: Traditional vs. Performance Assessment

To understand performance assessment, it may help to compare and contrast it with traditional assessments with which many educators are more familiar. When we examine this chart, we see that performance assessment includes process and is often more student-directed. In this sense, performance assessment can seem a bit more ambiguous; therefore it is important that educators have a clear understanding of how to create and use high-quality performance assessments.

Examples of Performance Assessments

- Creating a musical composition
- Demonstrating how to use a piece of equipment
- Building models and prototypes
- Participating in a debate
- Designing an experiment
- Catching a bounced ball
- Drawing a self-portrait



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Slide 7: Examples of Performance Assessment

To clarify our thinking, think about examples of performance assessments that you may have used in your classroom, here are some examples of performance assessments that educators have used at one point or another depending on their content area and grade-level. (Pause) Notice that performance assessments capture learning that is not easily measured with traditional assessment methods, such as debating, demonstrating, and building models.

Performance Assessments




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Slide 8: Performance Assessments


Often, performance assessments concentrate on knowledge and skills requiring higher levels of cognitive complexity. If we look at this model for Webb's Depth of Knowledge, performance assessments will usually fall into Level 3 and (CLICK) Level 4. Level 3 requires that students solve non-routine problems and provide justification for their solutions/conclusion; whereas, Level 4 usually requires students to engage with more than one text or content area. However, it is also possible that performance assessment could occur at lower Depth of Knowledge levels. For example, demonstrating how to properly use tools in the creation of an artwork would be at a Level 1.

Performance Assessment: Access Higher Cognitive Complexity

This small group, create an original dance based on a social issue. Social issues can include civil rights, hunger, poverty, etc. Once you have decided which issue you would like to address in your dance, make sure that it has a beginning, middle and end and also uses the elements of dance. You will also need to decide which music you would like to use. After your performance you will need to describe how your dance represents the chosen social issue.

Depth of Knowledge Level 4.

This is a Level 4 performance since students are required to do more than just create a dance. Rather, they are required to investigate, connect, and relate ideas and concepts among content areas.




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Slide 9: Performance Assessment: Access Higher Cognitive Complexity

Take a moment to read through this example of a performance assessment for dance. (Pause) As you can see, students will need to create a dance that is based on a social issues as well as justify their decision. (CLICK) This assessment would be an example of Depth of Knowledge Level 4 as students also have to develop an implementation plan, which will require skills and knowledge in content areas beyond science.

Developing a Performance Assessment

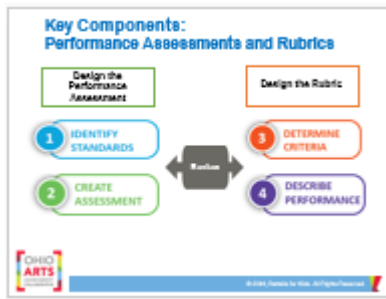
1. STANDARDS: What should students know and be able to do?
2. ASSESSMENT: How could this knowledge and/or skill be demonstrated?
3. CRITERIA: What characteristics are essential to define a quality performance?
4. DESCRIPTORS: What would various performance levels look like?



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Slide 10: Developing a Performance Assessments

We can think about how to develop a performance assessment in 4 steps. The first step (CLICK) is to determine the standards that will be measured. You may want to think about how to determine the standards that are most important to your course or grade-level. The next step (CLICK) is to determine how the knowledge and skills selected can best be measured. You might ask yourself, "What would a demonstration of these skills and knowledge look like?" The third step (CLICK) is to determine the criteria you will use to measure the performance, and lastly, (CLICK) you will describe the performance at different levels. We will take a look at each of these in more depth in the following slides.



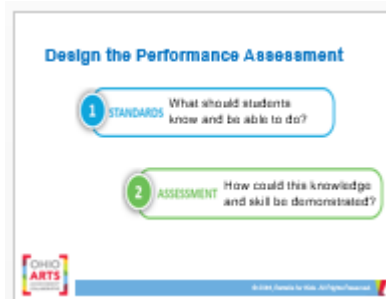
Slide 11: Performance Assessment: Assess Higher Cognitive Complexity

You may have noticed that these steps could be divided into two categories: (CLICK) The first two steps are related to the assessment, (CLICK) while the second two are related to the development of a rubric. (CLICK) It is important that you use the assessment as a way to review the rubric and the rubric as a way to review the assessment.



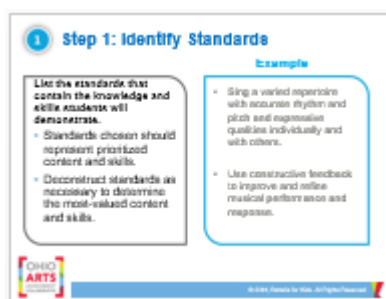
Slide 12: When to Use a Performance Assessment

As you think about when to use a performance assessment, you need to consider the expectations of the standards. (CLICK) For example, does the standard require a visual, verbal, or physical performance, such as performing dance sequences? (CLICK) Or, does the standard require the development of a product, model, or plan, such as making geometric constructions? As you review standards to choose those that align well with performance as the assessment method, you will also want to consider the feasibility of implementing a performance assessment. Often, performance assessment take more time than traditional assessment methods. Think about this scenario: if the expectation is that students know the planets in our solar system, you could assess this knowledge by having students build a model of the solar system, or you could have them list the planets. Both will let you know if students know the planets, but building a model requires a much larger investment of time. In this case, you probably would not want to use a performance assessment; however (CLICK) combining several related standards into one performance assessment may be more feasible.



Slide 13: Design the Performance Assessment

Let's look a little more closely at the first two steps: Selecting the standards and building the assessment.



Slide 14: Step 1: Identify Standards

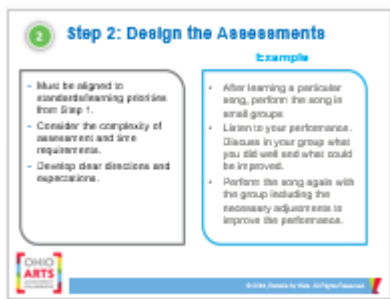
When selecting the standards, you should choose those that are of the highest priority for your course or grade-level. This is particularly important when designing performance assessments, as students will likely spend considerable time completing the assessment. The time devoted to the assessment should be proportionate to the instructional time devoted to the concept(s). You may also want to think about examining the standards through different lenses to hone in on those that could be prioritized. For example, you could consider those that represent important skills and knowledge that you expect students will refer back to for a long period of time. You may also want to consider



Slide 16: Performance Assessment Quality Review

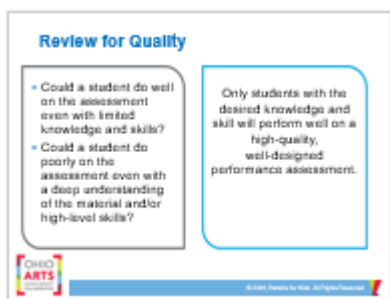
Once you have developed the performance assessment, you will want to review it to be sure it is high-quality. These are some guidelines to consider. As we discussed, you will want to be sure the assessment is (CLICK) **aligned** to the standards and that it is, as mentioned before (CLICK), **feasible**. Consider if the assessment can be completed in the time allotted and if it is appropriate for the age and developmental level of the students.

It is also important that (CLICK) the directions for what students are to do are specific and **clear** and that the assessment actually represents something that is (CLICK) **measurable** and can be (CLICK) **observed**. In this instance, observed is used in a broader sense to include not only things that can be seen, but those that may be heard. For example, you can observe(see) if a student is holding a clarinet correctly, and also observe (hear) that the student is playing the correct notes as well. The assessment should also be **fair** for all students, and should not rely on help from home or require students to buy expensive materials--resources that not all students may have. Those that are used in other content areas, as well as those that are key to mastering content in the next course or grade level. Since some standards are complex you may need to break them apart (or deconstruct them) into their various pieces to determine if the entire standard should be prioritized or if only part of it would represent prioritized content and skills. (CLICK) To illustrate an example of building a performance assessment, we will walk through the process with content from a general music course. These are the standards that we have chosen as priorities for the performance assessment we are building.



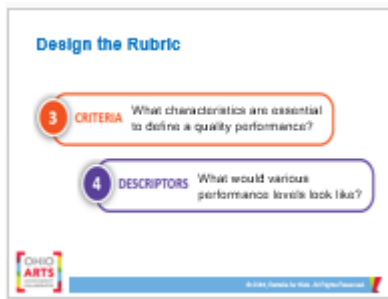
Slide 15: Step 2: Design the Assessments

In Step 2, you will need to think about how you will align an assessment activity to the standards you have selected. You will also need to think about how much time it will take students to complete the assessment. Some performance assessment may take considerable time, while others may be completed in a shorter time frame. You will also need to develop clear directions and expectations for completing the assessment. (CLICK) Here is an example of a performance assessment that might be developed for the standards we discussed on the previous slide.



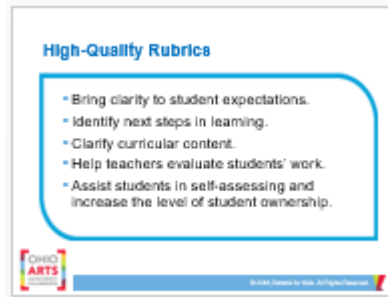
Slide 17: Review for Quality

(CLICK) To think about quality in a holistic way, you may ask yourself, "Would a student be able to do well on this assessment, even if they have limited knowledge and skills? (CLICK) You may also want to consider the converse..." Could a student do poorly even if they have deep knowledge and/or high-level skills. (CLICK) The key here is that a quality assessment will only be accomplished well by those students who have the desired knowledge and skills.



Slide 18: Design the Rubric

Now let's consider the next two steps (3 and 4), which address the development of a high-quality rubric.

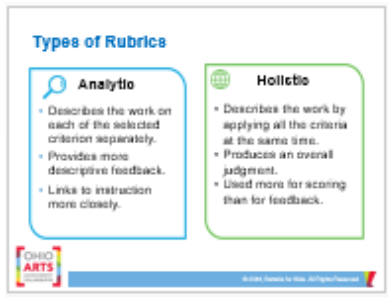


Slide 19: High-Quality Rubrics

Before we discuss the development of criteria and descriptors, we are going to take a few minutes to discuss rubrics in general. There are many advantages to developing and using high-quality rubrics. When designed well, a rubric can bring clarity to expectations, help students understand the next step in learning, and clarify curricular content for both teachers and students. Rubrics are also used as a means to evaluate student work, and they can even help students assess their own work; thereby increasing student ownership of learning.

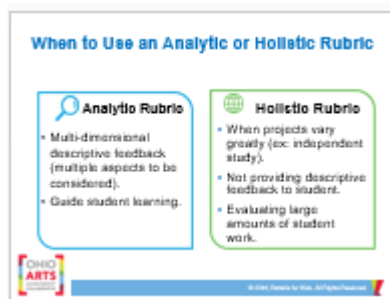


Slide 20: Purpose of Scoring Guides



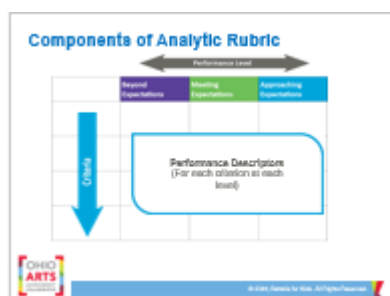
Slide 21: Types of Rubrics

There are two basic forms of rubrics that are commonly used in education: Analytic and Holistic. Analytic rubrics are used to differentiate among criteria that is being used for the evaluation separately. Therefore, a student could do well on some criteria, and not so well on others. This provides descriptive feedback to students, and is one of the reasons that analytic rubrics are often used formatively. Also, since the criteria is reported separately, the information from rubrics can be used to determine the next steps for instruction. Holistic rubrics apply all criteria at the same time, and are usually used to define an overall judgment of the work. As such, holistic rubrics do not provide the descriptive, specific feedback needed for students to use it formatively.



Slide 22: When to Use an Analytic or Holistic Rubric

This chart provides some guidance on when you may want to use each of these types of rubrics. Holistic rubrics are helpful when the projects or performance will vary a great deal, such as in the case of independent studies. In this case, they allow some guiding principles to be developed, but allow a great deal of room for different approaches and outcomes. As mentioned before, they are most helpful when scoring, rather than when feedback to students is the overriding goal. Analytic rubrics usually take a bit longer to use to evaluate student work since each criterion is considered separately; however, it is very helpful to provide quality feedback to students.



Slide 23: Components of Analytic Rubric

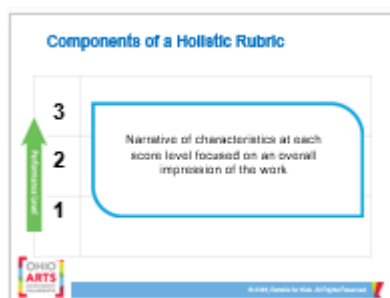
Let's look more closely at how these two types of rubrics are typically formatted. This is an example of the components of an analytic rubric. (CLICK) Notice that the criteria used in the evaluation is listed down one side, and (CLICK) the various levels of performance are listed across the top. (CLICK) Performance descriptors for each criterion at each performance level are also included in the "body" of the table.

Dental Hygiene Analytic Rubric

	Exceeding Expectations	Meeting Expectations	Approaching Expectations
Brushing Technique	Uses an electric toothbrush	Uses small, circular brushing motion	Uses "sideways" and back and forth brushing motions
Brushing Frequency	Brushes at least 2 times per day	Brushes twice a day	Brushes less than twice a day
Flossing	Flosses once or more times a day	Flosses once a day	Flosses sporadically or not at all
Mouthwash	Uses mouthwash regularly or at least twice a day	Uses mouthwash regularly once a day	Uses mouthwash sporadically or not at all

Slide 24: Dental Hygiene Analytic Rubric

This is a simple example of what an analytic rubric may look like. Notice the criteria down the left-hand side and the various performance levels across the top. Also notice that each of the boxes in the "body" of the rubric describes what the criterion would look like at each of the performance levels. In this example, the performance levels are listed from highest to lowest across the top. Some educators prefer to have the highest level listed most closely to the criteria—so as you move across the page from left to right, the performance level decreases. You could also list the performance levels in the opposite direction (from lowest to highest). This is truly a preference, and one way is not more "right" than the other. However, it is important that students understand how to read the rubric so they may understand how their work will be evaluated.



Slide 25: Components of a Holistic Rubric

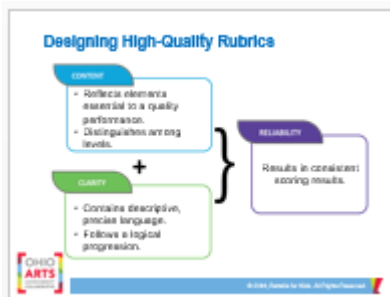
This is an example of a template for a holistic rubric. Notice that numbers are used rather than labels for the various performance levels. This is because these types of rubrics are typically used for scoring. Each level would contain a short narrative that includes all criteria for that specific level. Like with the analytic rubric, the performance levels could be listed from highest to lowest (3, 2, 1) or from lowest to highest (1, 2, 3).

Dental Hygiene Holistic Rubric

3	Uses an electric toothbrush to brush three or more times a day. Flosses and uses bacteria-fighting mouthwash two or more times a day.
2	Brushes using small, circular brushing motions twice a day. Flosses and uses bacteria-fighting mouthwash once a day.
1	Brushes less than twice a day using "side-to-side" and back and forth motions. Flosses and uses bacteria-fighting mouthwash sporadically or not at all.

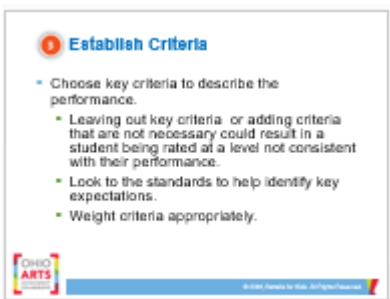
Slide 26: Dental Hygiene Holistic Rubric

This is an example of the same rubric we examined earlier in the format of a holistic rubric. Notice that since all criteria are evaluated at the same time, it may be difficult to distinguish between someone who meets all of the criteria for a level 3, and someone who uses an electric toothbrush three times a day, but rarely flosses.



Slide 27: Designing High-Quality Rubrics

When thinking about a high-quality rubric, you will want to be sure to consider content as well as clarity. (CLICK) When thinking about the design of a rubric, be sure that that content reflects the key qualities of a high quality performance and that it is easy to distinguish among each of the performance levels. (CLICK) It is also important that rubrics are clear, and that the language used on them is both descriptive and precise. Additionally, the performance descriptors should follow a logical progression. By paying attention to both the content and the clarity of a rubric, (CLICK) you can increase the reliability (or consistency) of the performance assessment.



Slide 28: Establish Criteria

This is an example of a template for a holistic rubric. Notice that numbers are used rather than labels for the various performance levels. This is because these types of rubrics are typically used for scoring. Each level would contain a short narrative that includes all criteria for that specific level. Like with the analytic rubric, the performance levels could be listed from highest to lowest (3, 2, 1) or from lowest to highest (1, 2, 3).



Slide 29: Determine the Performance Levels

While we are developing the criteria, we also want to think about the performance levels that we will use. It is usually best to start with fewer performance levels, as you will need to describe how each level is unique for each criteria. Think back to the earlier example for dental hygiene. What if the dental hygiene rubric had 5 performance levels rather than 3? How would you describe the difference between a 2 and a 3? Or a 4 and a 5?

You may also want to think about the labels that you choose and what they may (intentionally or unintentionally) imply. You may choose to use numbers or descriptive labels, but you can also assign "points" to each level if you choose. (CLICK) Here are a few common examples to get your thinking started.

Step 3: Establish Criteria

Criteria	Novice (1)	Proficient (2)	Advanced (3)
Pitch Accuracy (30%)			
Rhythm (20%)			
Diction (20%)			
Expression (30%)			

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Slide 30: Step 3: Establish Criteria

Slide 30: Establish Criteria

Now that we have clarified some things about rubrics in general, let's discuss step 3 in the development of a performance assessment. As you may recall, steps 3 and 4 address the development of quality rubrics. Step 3 address establishing criteria for the rubric. Criteria set forth within a scoring rubric should be clearly aligned with the requirements of standards and should be expressed in terms of observable, demonstrated performance or product characteristics.

Think back to the general music example we discussed earlier. You may recall the performance assessment we created required students to: 1) perform a song in a small group, 2) evaluate the performance and identify what could be improved, and 3) perform the song again, making necessary adjustments. (CLICK) Based on the requirements of the assessment, we have decided that the criteria appropriate to measure are: 1) pitch accuracy, 2) rhythm, 3) diction, and 4) expression.



Slide 31: Develop Descriptors

The last step in developing a rubric is to define the description of performance at each level. This is perhaps one of the most difficult parts of rubric development. It may be helpful to describe a performance that is "proficient" first, and then think about what a "less than proficient" performance would look like, and what an "exceptional performance" would look like. You will want to pay close attention to the words that are used in the descriptions, and may want to consider those that address aspects of (Click) Degree, (Click) Frequency, (Click) Depth, (Click) Thinking Process, (Click) Independence, and (CLICK) Speed...among others. **You should keep in mind that descriptors at each level must be clear and they must differentiate the across performance levels without ambiguity. Thinking about words from the categories on this slide may help you as develop your descriptors.**

Step 4: Considerations for Writing Performance Descriptors

Focus on the "Threshold" Evidence

- What does it mean to "clear the fence" into that level?
 - For example, the "typical" homerun might travel 350 feet, but the ball only need to clear the fence to earn a homerun.
- Meeting the Advanced level does not mean perfection.
- Eliminate the "zero" level description.
 - This level is implied to be anything below entry level.

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Slide 32: Step 4: Considerations for Writing Performance Descriptors

Slide 32: Step 4: Considerations for Writing Performance Descriptors

Describe Strong and Weak Work

- Consider what you know about the work of "typical" students at each level?
- What are the typical characteristics of success?
- What are the typical gaps or inconsistencies?

Step 4: Considerations for Writing Performance Descriptors

Criteria	Apprentice (Proficient-level Descriptor)
Pitch Accuracy	Pitch is very accurate and secure with only an occasional error.
Rhythm	The tempo is steady with only an occasional rhythmic error.
Diction	Diction is mostly understandable and vocal sounds are mostly well formed.
Expression	Dynamics are mostly accurate and phrasing is mostly appropriate and consistent throughout the song.

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Slide 33: Step 4: Considerations for Writing Performance Descriptors

This is an example of the descriptors for our music performance assessment at the “proficient” level. Notice adjectives such as “accurate” and “steady” and “well formed” that help us to understand what a performance at this level will look like. It is also important to note that language on a rubric is rarely 100% definitive; therefore, it is important that teams of educators initially use rubrics together to calibrate their scoring. It can also be helpful to gather examples of work to serve as “benchmarks” of performance level.



Slide 34: Example: Dance – Grade 2

Let’s watch this dance performance by 2nd graders. Use the 2nd Grade Dance Rubric (Resource 3 in the Facilitation Guide) to review the student performances.

Key Takeaways for Performance Assessment

- Start with the standards.
- Create clear performance tasks.
- Determine the type of rubric best suited for the performance assessment.
- Write rubrics with clear descriptors for each performance level.
- Determine if weighting is appropriate for criteria.
- Clearly define the “threshold” evidence using clear, concise language that is anchored in the standards.

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Slide 35: Key Takeaways for Performance Assessment

Next Steps

Consult the facilitation guide for additional guided practice to confirm your learning as well as application exercises to implement your learning as part of your practice.

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Slide 36: Step 4: Considerations for Writing Performance Descriptors

As a next step, consult the facilitation guide for additional guided practice activities as well as application activities.

Resource 2: Performance Assessment Pre- and Post-Assessment

Directions: Using the following Likert scale, rate your knowledge and skill before and after viewing the content of the PowerPoint.

1=No Knowledge/ Skill 2=Limited Knowledge/Skill 3=Proficient Knowledge/ Skill 4=Advanced Knowledge/ Skill 5=Expert Knowledge/Skill

Pre-Assessment

- 1 2 3 4 5
1. I understand the differences between traditional assessment methods and Performance Assessments.
- 1 2 3 4 5
2. I can explain how Webb’s Depth of Knowledge is related to Performance Assessment.
- 1 2 3 4 5
3. I can review a Performance Assessment for quality.
- 1 2 3 4 5
4. I understand the differences between and the uses of analytic and holistic rubrics.
- 1 2 3 4 5
5. I can develop a rubric with high quality criteria and descriptors.

Post-Assessment

- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5
- 1 2 3 4 5

After viewing the content, reflect on the following areas.

Need to know more about...	Opportunities to improve my practice...	Can implement right away...	Possible challenges

Resource 3: Dance Rubric—Grade 2

Directions: Use the following rubric to evaluate the student performances.

Score	Description
1	Little evidence of mastery; inconsistent performance
2	Few errors; mainly consistent demonstrates basic understanding of concepts
3	Consistently accurate; clearly demonstrates mastery of the concepts

Criteria	Score Sample 1	Score Sample 2	Score Sample 3
Timing of movement follows the music			
Movement is precise and purposeful			
Shapes are clear and intentional			
Strong focus is maintained throughout			

What are the strengths of this rubric?

What are the opportunities for improving this rubric?

Resource 4: Quality Rubric Checklist

Rubric Title: _____

Elements	Status	Comments/Suggestions
Performance Levels		
• Number of levels is age and task appropriate.	YES NO	
• Avoid negative language	YES NO	
• Aligned to the targeted standards	YES NO	
• Focused on elements essential to a quality response	YES NO	
• Number of criteria is reasonable	YES NO	
• Criteria function independently	YES NO	
• Accurately describes various levels of work	YES NO	
• Avoids vague or ambiguous language	YES NO	
• Same elements described across various levels (parallel)	YES NO	