

Sample Performance Assessment

Content Area: Social Studies

Grade Level: High School

Instructional Unit Sample: How We Relate

Colorado Academic Standard(s):

- SS09-GR.HS-S.1-GLE.1:
Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence.
- SS09-GR.HS-S.1-GLE.3: The significance of ideas as powerful forces throughout history
- SS09-GR.HS-S.3-GLE.2: Economic policies affect markets
- SS09-GR.HS-S.4-GLE.3: Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government

Concepts and skills students' master:

Concepts: Interaction/conflict; Impact of beliefs; International relations/foreign policy

Skills: Historical Method/Research; Application/analysis of economic theory; Gather data; Make inferences; Draw conclusions from primary and secondary sources; Analyze the relationships between economic goals and public policy

Unit Description

This unit, [How We Relate](#), focuses on the ways in which international expansion led to increased human interactions; thereby, contributing to practices and policies that limited and/or expanded human rights. Students will study how the beliefs about the rights of people have changed over time (1400's – present) and how economic, political, geographic factors/policies, and religious beliefs had an impact on the infringement on human rights. In addition, students will investigate how nations reacted (or didn't react) to the policies that marginalized cultures and violated human rights. Finally, student learning should be focused on the changing nature of human rights violations and how nations have fought to preserve the rights of all people

Performance Assessment Description

As a member of an international human rights group (e.g., Amnesty International, Human Rights Watch, etc.), you have been invited to present to the United Nations General Assembly, on the state of one particular global human rights violation, to appeal to the United Nations to encourage **all nations** to abide by the Universal Declaration of Human Rights and to support stricter enforcement. As part of your presentation, you will propose an action plan designed to redress these violations (e.g., economic – embargo, boycott, political – foreign policies, etc.). Your presentation should connect your selected human rights violation to the historical roots of the issue (e.g., child labor – industrial revolution v. today's child labor issues) and address how the violation has changed and/or stayed the same.



RUBRIC: How We Relate

| | Above Mastery | Mastery of Grade Level Standards | Approaching Mastery | Novice | |
|---|---|--|---|---|--------|
| Scoring Criteria | 4 | 3 | 2 | 1 | Weight |
| Conceptual Understanding of human rights as applied in the action plan | <p>Accurately and thoroughly identifies the beliefs that lead to practices that have limited or expanded human rights</p> <p>Thorough analysis of other nations' foreign policies is used to influence/drive political, economic, and social change.</p> | <p>Accurately identifies the beliefs that lead to practices that have limited or expanded human rights</p> <p>Adequate analysis of other nations' foreign policies used to influence/drive political, economic, and social change.</p> | <p>Identifies some beliefs that lead to practices that have limited or expanded human rights</p> <p>Some analysis of other nations' foreign policies used to influence/drive political, economic, and social change.</p> | <p>Ineffectively identifies beliefs that lead to practices that have limited or expanded human rights</p> <p>The analysis is insufficient of other nations' foreign policies used to influence/drive political, economic, and social change.</p> | 30% |
| Claims/Evidence | <p>All claims and evidence to support the action plan are insightful and relevant to the human rights policy.</p> <p>The content is highly appropriate for addressing the United Nations General Assembly.</p> <p>Sources of information are rigorous, well chosen, credible, current, and accurately documented.</p> | <p>Most claims and evidence to support the action plan are relevant to the human rights policy.</p> <p>The content is appropriate for addressing the United Nations General Assembly.</p> <p>Sources of information are well chosen, credible, current, and accurately documented.</p> | <p>Some of the claims and evidence to support the action plan are relevant to the human rights policy.</p> <p>The content is somewhat appropriate for addressing the United Nations General Assembly.</p> <p>Sources of information are adequately chosen, and accurately documented.</p> | <p>In general, the claims and evidence to support the action plan are not relevant to the human rights policy.</p> <p>The content is not adequate for addressing the United Nations General Assembly.</p> <p>Sources of information are incomplete, potentially outdated and/or biased and may or may not be accurately documented.</p> | 30% |
| Skills & Processes | <p>Thorough and extensive research is evident through a variety of unbiased primary and secondary sources</p> <p>A sophisticated synthesis and logical conclusions are drawn from the group's analysis of human rights from 1400 to the present.</p> | <p>Thorough research is evident through a variety of unbiased primary and secondary sources</p> <p>Logical conclusions are drawn from the group's analysis of human rights from 1400 to the present.</p> | <p>Some general research is evident through the use of limited and potentially biased primary and secondary sources</p> <p>The conclusions drawn from the group's analysis of human rights from 1400 to the present are basic and fundamental.</p> | <p>Little or incomplete research is evident through the use of limited and/or biased primary and secondary sources</p> <p>The conclusions drawn from the group's analysis of human rights from 1400 to the present are incomplete and/or inaccurate.</p> | 20% |



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|---------------------|--|---|--|---|------|
| | | Effectively uses historical thinking to identify human rights violations throughout history | Adequately uses historical thinking to identify human rights violations throughout history | Ineffectively using historical thinking to identify human rights violations throughout history | |
| Conventions | Sentence structure, grammar, mechanics, word choice, and usage enhance the clarity and effectiveness of the communication. | Errors in sentence structure, grammar, mechanics, word choice, and usage seldom interfere with the clarity and effectiveness of the communication. | Errors in sentence structure, grammar, mechanics, word choice, and usage may somewhat interfere with the clarity and effectiveness of the communication. | Errors in sentence structure, grammar, mechanics, word choice, and usage seriously interfere with the clarity and effectiveness of the communication. | 10% |
| Presentation | <p>Team members were poised and had clear articulation. Speakers demonstrated engaging volume, and eye contact.</p> <p>Transitions between each team member were smooth.</p> <p>Enthusiasm and confidence were exuded.</p> <p>The presentation fit into the time allotment</p> | <p>Team members were attentive and understandable.</p> <p>Speakers demonstrated good volume, and eye contact.</p> <p>Transitions between each team member were evident.</p> <p>Enthusiasm and confidence were appropriate.</p> <p>The presentation fit into the time allotment.</p> | <p>Team members were antsy at times and not always understandable</p> <p>Speakers demonstrated uneven volume, and eye contact.</p> <p>Transitions between each team member were jumpy.</p> <p>Enthusiasm and confidence were limited, with some speakers being monotone.</p> <p>The presentation may or may not have fit the time allotment.</p> | <p>Team members were often inaudible and/or hesitant and relied heavily on notes.</p> <p>Speakers made distracting gestures with little or no audience eye contact.</p> <p>There was no sense of transition between team members.</p> <p>Team members seemed disinterested and uncomfortable with public speaking.</p> <p>The presentation went over the time allotted.</p> | 10% |
| | | | | <i>TOTAL</i> | 100% |



Performance Assessment Development Template

Who is developing this performance assessment?

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| Name: Colorado Content Collaborative in Social Studies | Position/Affiliation: Colorado Content Collaborative in Social Studies |
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I. CONTENT STANDARDS

Content Area: Social Studies

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| Colorado Academic Standards Specify the Colorado Academic Standard(s) that will be evaluated by the performance tasks. Colorado Academic Standards Online (hold CTRL and click to visit the website) | SS09-GR.HS-S.1-GLE.1: Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence. SS09-GR.HS-S.1-GLE.3 The significance of ideas as powerful forces throughout history SS09-GR.HS-S.3-GLE.2: Economic policies affect markets SS09-GR.HS-S.4-GLE.3: Analyze how public policy – domestic and foreign – is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government |
| Grade Level(s) | High School, Grades 9-12 |
| Indicate the intended Depth of Knowledge (DOK) for this performance assessment. | <input type="checkbox"/> DOK 1 <input type="checkbox"/> DOK 2 <input type="checkbox"/> DOK 3 <input checked="" type="checkbox"/> DOK 4 |



What are some real-world situations that relate to the content standards above? Some examples are included in the Colorado standards under “Relevance and Application.”

- Historical information and context are used to interpret, evaluate, and inform decisions and policies regarding such issues as discrimination of various groups (i.e. women, indigenous people, political dissidents), religious conflicts (i.e. Middle East, Turkish Armenian genocide, Reformation, etc.), international political conflict (i.e. Russo/Ukrainian conflict, World Wars, Cold War, etc)
- The complex relationships among change, diversity and unity have long-lasting impacts on the cultural, political, and ideological components in society. For example: impact of slavery on African Americans in the U.S., status of women in various societies, status of children in various societies, theocracies, nationalism, etc.
- Philosophies, religions, and other powerful ideas have developed over time and across the world. Examples include the spread of the value for minority rights over time, and the Universal Declaration of Human Rights
- Fiscal and monetary policies affect financial markets and individuals such as the impact on workers, classes, regions, etc.
- The making of foreign and domestic policies impacts daily lives.



Summary. Provide a brief summary describing the task in the boxes below.

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| <p>Performance Task Name United Nations General Assembly Presentation</p> | <p>Brief Description of the Task</p> <p>“Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. Everyone is entitled to these rights, without discrimination.”</p> <p>https://www.un.org/en/globalissues/humanrights/ (The United Nations website)</p> <p>As a member of an international human rights group (e.g., Amnesty International, Human Rights Watch, etc.), you have been invited to present to the United Nations General Assembly, on the state of one particular global human rights violation, to appeal to the United Nations to encourage all nations to abide by the Universal Declaration of Human Rights and support stricter enforcement. As part of your presentation, you will propose an action plan designed to redress these violations (e.g., economic – embargo, boycott, political – foreign policies, etc.). Your presentation should connect your selected human rights violation to the historical roots of the issue (e.g., child labor – industrial revolution v. today’s child labor issues) and address how the violation has changed and/or stayed the same.</p> |
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II. Claims, Skills, Knowledge & Evidence

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| <p>Claims. <i>What claim(s) do you wish to make about the student? In other words, what inferences do you wish to make about what a student knows or can do? Define any key concepts in these claims.</i></p> | <p>Successful completion of this task would indicate:</p> <ul style="list-style-type: none"> ➤ Beliefs can translate into practices that limit or expand human rights ➤ Nations often use foreign policies to influence/drive political, economic or social change in other countries |
| <p>Skills. <i>Refer to the standard(s), grade level, and DOK levels you listed in Section I. Given this information, what skills should be assessed? All skills should align with the above claims.</i></p> | <p>Student should be able to...</p> <ul style="list-style-type: none"> ➤ Gather data, make inferences, and draw conclusions from maps representing political boundaries and resource allocation ➤ Analyze the relationships between economic goals and the allocation of scarce resources ➤ Evaluate a historical source for point of view and historical context ➤ Use the historical method of inquiry to ask questions, evaluate |



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| | primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence |
| Knowledge. Refer to the standard(s), grade level, and DOK level you listed in Section I. Given this information, what knowledge/concepts should be assessed? All knowledge should align with the above claims. | <p>Student should know/understand...</p> <ul style="list-style-type: none"> ➤ The political, cultural, geographic, and economic impact and effects of imperialism ➤ The goals of and tools used by the United States to develop foreign policy ➤ Embargoes, tariffs, and subsidies are part of monetary and fiscal policies used by governments to influence foreign economic and political policies |
| Evidence. What can the student do/produce to show evidence of the above knowledge and skills? | <p>Student will show evidence of skills and knowledge by...</p> <p>Students will create a presentation/persuasive speech which may be in the form of a poster board, PowerPoint, Prezi, etc. The presentation should include:</p> <ul style="list-style-type: none"> ➤ The type human rights violation it is (based on the UDHR) ➤ Where in the world the human rights violation is occurring ➤ The historical roots of the violation ➤ What is currently being done globally to address the violation ➤ A proposed action plan to address the issue (e.g., economic – embargo, boycott, political – foreign policies, etc.) <p>NOTE: Groups to present on human violations by time period or by region so that all groups are presenting on different types of human rights violations (e.g., education, worker’s rights, standard of living, discrimination, etc.)</p> |

III.A. PERFORMANCE TASKS: Instructions to the Student

Think about the performance assessment process from a student’s perspective. What instructions does the student need? Make sure the instructions are fair and unbiased. Instructions should be detailed, clear, and written at the appropriate grade level.

Give the student an overview of the performance assessment (i.e., purpose of the assessment, tasks the student will need to complete, etc.).

The purpose of this assignment is for students to demonstrate:

- How historical thinking is used to solve issues,
- How beliefs can translate into practices that limit or expand human rights,
- How nations use foreign policies to influence/drive political, economic, and social change in other countries.



Assignment:

- Working in groups of 4-5 students, your group will produce a presentation, using the media of your choice, PowerPoint, Prezi, Gallery Walk, PechaKucha, etc.
- Your group will represent a human rights group (e.g. Amnesty International, Human Rights Watch, etc.) Your group will choose one particular global human rights violation as your cause.
- Your group's presentation will be addressed to the United Nations where you will be appealing to all nations to abide by the Universal Declaration of Human Rights and support stricter enforcement.

Your presentation expectations:

- A) Connect your selected human rights violation to the historical roots of the issue (e.g. child labor-industrial revolution vs. today's child labor issues)
- B) What is currently being done globally to address the violation and explain how the violation has changed/remained the same.
- C) Propose an action plan to redress these violations (e.g. economic plans such as embargo and boycott and political plans such as government foreign policy changes)
- D) The last portion of your presentation must provide a properly formatted bibliography of your sources.

Key Generalizations:

Your group's presentation should combine elements A, B, and C above to show:

- 1) how beliefs can translate into practices that either limit or expand human rights. (Identify the beliefs and practices influencing the issue you have chosen)
- 2) nations often use foreign policies to influence/drive political, economic, and social change in other countries. (Your action plan should use historical evidence to support your proposed action plans)

Each member of the group will have a role to play in the assignment. The roles are:

- Group leader (tasked with organizing the information and images found by the researchers)
- Lead researcher (tasked with finding information on the human rights violation)
- Research assistant (tasked with finding images, video clips etc. to support the findings of the lead researcher)
- Content Author (responsible for writing the text for the presentation)
- Technology expert (tasked with creating the PowerPoint, Prezi, etc. for the presentation)

Stimulus Material. Describe what stimulus material the student will receive. For example, the stimulus might be a story or scenario that the student reads, analyzes, and to which the student provides a response.

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Explain to the student what documents/materials they have for the performance assessment. Explain what the student should do with those documents/materials.

Possible Readings:

Christie, G. *Brothers in Hope: The Story of the Lost Boys of Sudan*. Lexile: 670

DiConsiglio, J. *Francisco Pizarro: Destroyer of the Inca Empire*. Lexile: 880

Glendon, M.A. *Eleanor Roosevelt and the Universal Declaration of Human Rights*. Lexile: 905-1195

Riis, J. *How the Other Half Lives*. Lexile: 1210

Watson, S. *Respecting Cultural Differences*. Lexile range: 805-1100

Follett, K. *Fall of the Giants*. Lexile range: 905-1195

Follett, K. *Winter of the World*. Lexile range: 905-1195

Hosseini, K. *The Kite Runner*. Lexile: 840

Kamara, M & McClelland. *The Bite of the Mango*. Lexile: 800

Kipling, R. *War Stories and Poems*. Lexile: 1110 (see poem "White Man's Burden")

Sinclair, U. *The Jungle*. Lexile: 1170

Staples, S.F. *Shabanu: Daughter of the Wind*. Lexile: 970

Whelan, G. *Goodbye, Vietnam*. Lexile: 810

Describe in detail any safety equipment that is required. Is safety equipment provided onsite, or are students expected to bring their own safety equipment?

N/A

Explain what students need to do when they complete each task (e.g., submit work to the educator, move on to the next task, etc.).

Students should consult with their group members after they complete each task. The group should refer to the rubric to determine what level of proficiency the task has achieved.

Group leaders should meet with the instructor at scheduled intervals to receive feedback on progress.

Provide any other relevant information for the students' instructions.

N/A



III.B. PERFORMANCE TASKS: Instructions to the Educator

Think about the performance assessment process from an educator's perspective. What instructions do educators need? Instructions to the educator should be clear and concise.

Before the Performance Assessment is Administered

How should the educator prepare the site where the performance assessment will be administered? Be as specific as possible.

Lighting and seating for the presentations need to be considered. Where will the audience sit and in what configuration? Where will the presenters be located? How will lighting be managed?

What materials should be provided to students? Be as specific as possible.

- Timer
- Flash drives
- Web site with designated web pages for research
- Two computers available
- Functioning LCD/LED projector
- Extension cords
- Doc camera available
- Any other items that might be necessary for student presentations

What materials should the student bring to the performance assessment session? Be as specific as possible.

Students should bring the items necessary for the presentation. These might include:

- Flash drives
- DVD's
- Computers
- Visuals such as artifacts, photos, poster boards, etc.

The students should also have materials ready if they intend to pass out items.

What materials should not be available to the student during the performance assessment session (e.g., cell phones, calculators, etc.)?

Any items the teacher believes should not be available.



Should the educator keep track of time? If so, specify how much time the student will have to complete the performance assessment. Explain how the educator should keep track of and record time. Optional

Though not required, teachers should strongly consider a time minimum and maximum so that they can plan class periods for the presentations. Time allotment is determined by the teacher and should be made clear to the students when the assignment is given. If a time limit is specified then it is advised that a warning be given when the time limit is approaching.

Will the educator need to video/audio record the students during the performance assessment session? If so, provide detailed instructions on how to set up the recording equipment.

Recording of the performance is not required, but if it is deemed necessary for any reason then the recording should be set up so that the presenters are in the frame and are audible.

During the Performance Assessment Session

How should the educator respond to students' questions?

Questions that can be answered by looking at the directions or the rubric should cause the teacher to refer the students back to those documents. The teacher should ask questions about student understanding of the directions and rubric then link to previous learning.

What should the educator do while the student is completing the tasks (e.g., should the educator make notes about the student's process, mark scores on rubrics, etc.)?

The educator should meet with team leaders as often as he/she believes is necessary in order to progress monitor and provide necessary instruction.

During the presentation the educator should use the rubric to determine scores.

Upon Completion of the Performance Assessment

What does the educator need to collect from the student?

Educators may choose to collect transcripts, presentation notes, presentations slides, bibliography, etc. However, the only specifically required artifact is a formal bibliography, which can be a final slide, screen, written paper, etc.

What information should the educator give the student at the end of the performance assessment session?

The educator should provide individual as well as group feedback. The minimum requirement would be to provide a scored rubric.



**Who is responsible for cleaning/resetting the workstation (if necessary)—the student or the educator?
How should the workstation be cleaned?**

N/A

Optional Ideas for enhancing the unit and preparing students for the assessment:

- Educators may desire to present video example of a address to the United Nations General Assembly so students have an image of the presentation.
- Educators may want to create a rubric for the process/collaboration aspect of this assessment.

III.C. PERFORMANCE TASKS: Other Considerations

How will students' responses be recorded? Describe how evidence will be collected about each student's performance (e.g., student submits a work product, educator records information about the student's process, etc.)

The educator will score the performance using the rubric.

What needs to be built for this performance assessment? Refer to the materials list above. Think about what materials must be created for this performance assessment. Some examples include: worksheets, instruction sheets for the educator, videos, websites, etc.

- Directions
- Access to the Universal Declaration of Human Rights for reference
- List of possible human rights topics (optional)
- Instruction for bibliography formatting

III.D. PERFORMANCE TASKS: Accommodations

What are the requirements for this set of tasks? What accommodations might be needed? List all accommodations that might apply (e.g., accommodations for language, timing, setting, etc.).

Role assignment can help with differentiation by allowing the teacher to assign roles that fit the students' skill levels.



IV. EDUCATOR INFORMATION

What are the requirements to be an educator for this performance assessment? What are the knowledge and skills and educator must possess in order to successfully administer and score this performance assessment. Please provide your recommendations below.

The educator should have knowledge of good performance assessment practices (e.g. student grouping and classroom management) and a solid understanding of the scoring rubric.

Additionally, The educator should have a basic understanding of United Nations powers. Human rights concerns around the world and historical human rights issues. Additionally, the educator needs to know how to determine credible research sources and guide students in their research.

Furthermore, the educator should have enough technology understanding to guide students in their presentation formatting.



Performance Assessment Development Process

The work of the Colorado Content Collaboratives is intended to support effective instructional practice by providing high quality examples of assessment and how assessment information is used to promote student learning.

The new Colorado Academic Standards require students to apply content knowledge using extended conceptual thinking and 21st century skills. Performance assessments have the highest capacity to not only measure student mastery of the standards but also provide the most instructionally relevant information to educators. Further, performance assessments can integrate multiple standards within and across content areas, providing educators a comprehensive perspective of student knowledge and giving students the opportunity to demonstrate the degree to which they understand and transfer their knowledge.

Performance Assessment - An assessment based on observation and judgment. It has two parts: the task and the criteria for judging quality. Students complete a task (give a demonstration or create a product) and it is evaluated by judging the level of quality using a rubric. Examples of demonstrations include playing a musical instrument, carrying out the steps in a scientific experiment, speaking a foreign language, reading aloud with fluency, repairing an engine, or working productively in a group. Examples of products can include writing an essay, producing a work of art, writing a lab report, etc. (Pearson Training Institute, 2011)

The Content Collaboratives worked closely with the [Center for Educational Testing and Evaluation from the University of Kansas](#) to establish protocols for the development of performance assessments and to use those protocols to develop performance assessments that include scoring rubrics. The Performance Assessment Development Process includes a collection of resources to aid schools and districts that choose to engage in locally developing performance assessments. These resources can be accessed in the CDE Assessment Resource Bank at <http://www.coloradopl.org/node/12765>.

The Performance Assessment Development Process is best utilized when intending to create an assessment for culminating assessment purposes such as a unit, end of course, end of semester, or end of year summative assessment. Additionally, a district, BOCES, or school may wish to create a common performance assessment that can be used across multiple classrooms. Engaging in the Performance Assessment Development Process serves as evidence that an educator is participating in valuable assessment work that aligns to the Colorado Academic Standards, district curriculum, and district goals.

The performance assessments developed by the Content Collaboratives serve as high-quality examples of performance assessments that can be used for a variety of purposes. Scores from these performance assessments are used at the discretion of the district or school.

