

Backward Design: Stage 2

Stage 1: Desired Results

Stage 2: Evidence

Performance Task(s) and Rubrics

Other Evidence

Self-Assessment

Stage 3: Learning Plan

In Stage 2 we consider the assessment evidence needed to determine the extent to which students have achieved the desired results in Stage 1. We identify the **Performance Task(s)** and **Rubrics (R)** which will anchor the unit by providing evidence of student understanding. All **Other Evidence** (e.g. diagnostic/formative assessments, quizzes, tests, observations, prompted writing and speaking, etc.) goes **in the other box**.

The goal in Stage 2 is to obtain valid, reliable, credible, and useful evidence. The key mantra is: *Think like an assessor, not an activity designer*. There should be a tight alignment between the desired results we seek and the evidence we plan to collect.

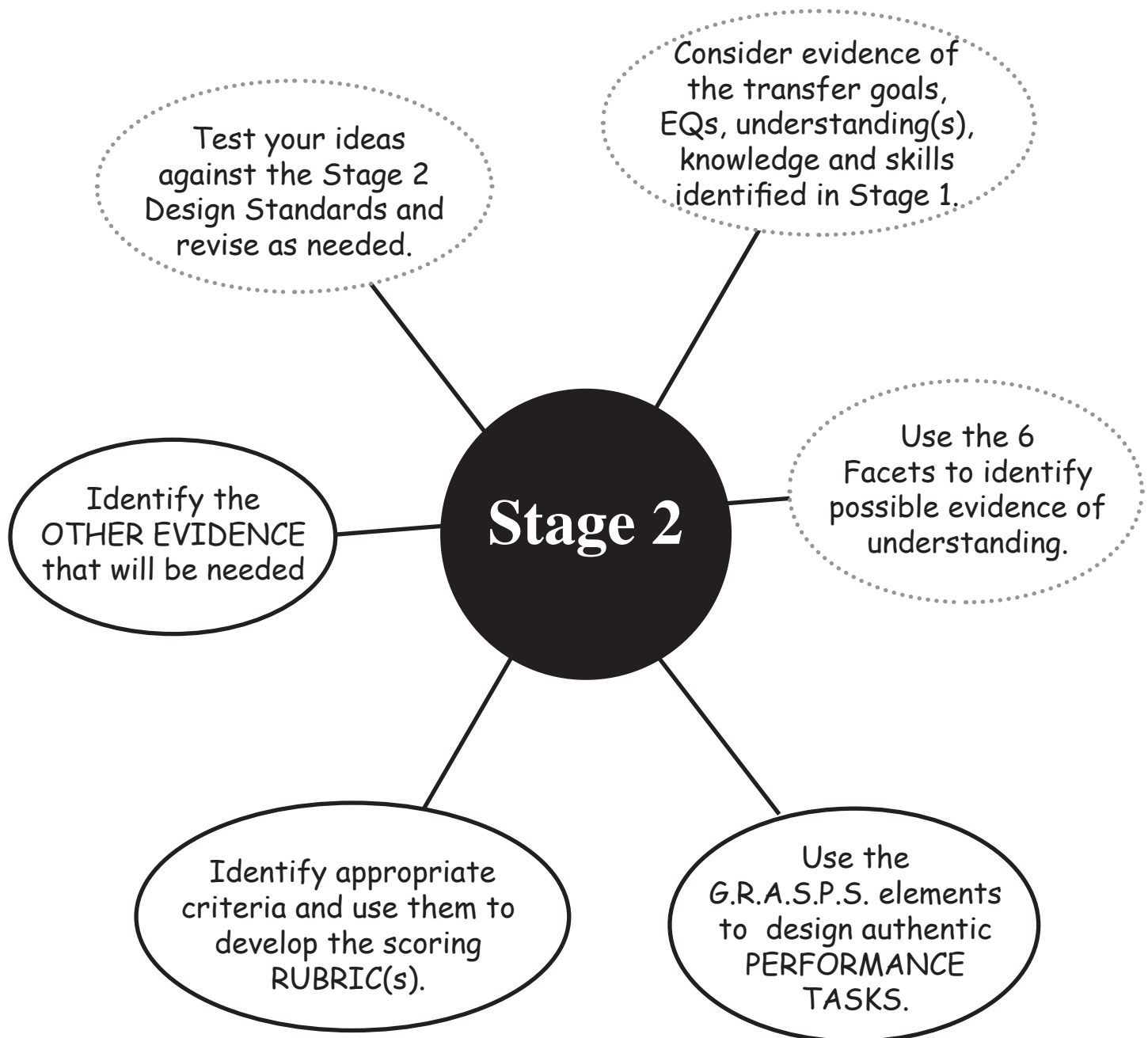
STAGE 2 – *To what extent do the assessments provide:*
valid, reliable and sufficient measures of the desired results?

Consider: Are ...

- students asked to exhibit their understanding through authentic performance tasks?
- appropriate criterion-based rubrics used to judge student products and performances?
- a variety of appropriate assessment formats employed to gather additional evidence of learning?

Stage 2: Key Design Elements

Consider the following elements as you identify the evidence needed to determine the extent to which the desired results (Stage 1) have been achieved. A variety of examples and design tools is provided to assist.



Alignment: The Logic of “Backward Design”

(What do the Understandings imply for assessment?)

Stage 1	Stage 2
<p><i>If the desired result is for learners to...</i></p>	<p><i>then, you need evidence of the student's ability to...</i></p>
<p><i>understand:</i></p> <ul style="list-style-type: none"> • Friendship demands honesty and openness. • True friendship is often revealed during hard times, not happy times. • It is sometimes hard to know who your true friends really are. 	<p>TRANSFER: What applications would enable us to infer student understanding of what they have learned? What kinds of performances and/or products, if done well, would provide valid ways of distinguishing between understanding and mere recall?</p> <p>MAKE MEANING: What must students be able to explain, justify, support, or answer about their work for us to infer genuine understanding? How can we “test” their ideas and applications to find out if they really understand what they have said/done?</p>
<p><i>so, the assessments need to include some things like...</i></p>	<ul style="list-style-type: none"> • Order a Friend: Order a “true” friend over the phone from a friendship catalog. What qualities should your friend have? • Dear Abby: Give advice in a case where a child told a “white lie” to avoid embarrassing his/her friend. • Develop an informative brochure for younger students to help them know who their true friends are. • Create a comic strip/book to illustrate friendship actions. • Tell or draw a story showing what happens when two friends don't see eye to eye. • Explain your choices to the salesperson (for the Order a Friend task) • Explain who your friends are and why they are your friends. • Describe the qualities of a “true friend”. Justify the qualities you selected. • Respond to quotes about friendship; e.g., “A friend in need is a friend indeed.” “The enemy of my enemy is my friend.”

Alignment: The Logic of “Backward Design”

(What do the Understandings imply for assessment?)

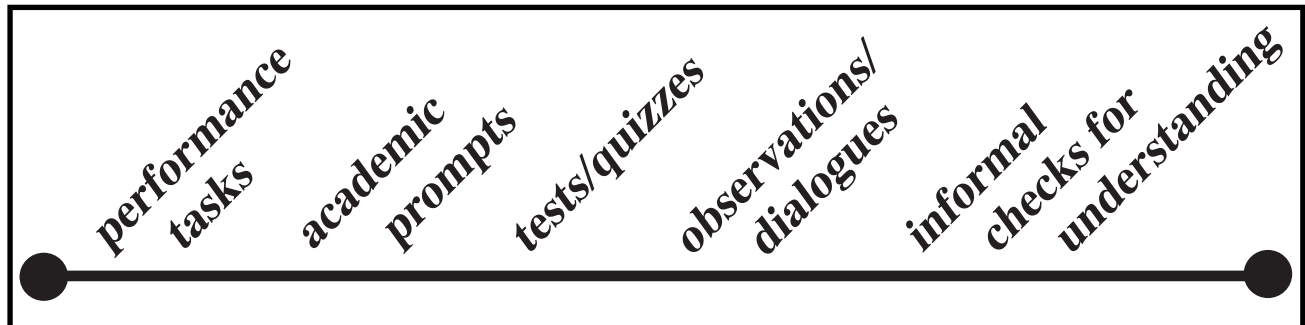
Stage 1	Stage 2
<p><i>If the desired result is for learners to...</i></p>	<p><i>then, you need evidence of the student's ability to...</i></p>
<p><i>understand:</i></p> <ul style="list-style-type: none"> • Statistical analysis and graphic display often reveal patterns in data. • Pattern recognition enables prediction. • Inferences from data patterns can be plausible but invalid (as well as implausible but valid). • Correlation does not ensure causality. 	<p>TRANSFER: What applications would enable us to infer student understanding of what they have learned? What kinds of performances and/or products, if done well, would provide valid ways of distinguishing between understanding and mere recall?</p> <p>MAKE MEANING: What must students be able to explain, justify, support, or answer about their work for us to infer genuine understanding? How can we “test” their ideas and applications to find out if they really understand what they have said/done?</p>
<p><i>so, the assessments need to include some things like...</i></p>	<ul style="list-style-type: none"> • Using past performances in the men's and women's marathon, predict the women's and men's marathon times for 2020. • Chart various scenarios for a savings program (e.g., for college, retirement). Give financial advice. Explain the implausibility of compound interest. • Analyze the past 15 years of AIDS cases to determine the trend. (Note: The data start out looking linear but become exponential.) • Write an article or a letter to the editor about why the marathon analysis is plausible but incorrect. • Develop a brochure to would-be investors on why early saving with small amounts is better than later with large amounts. • Create a graphic display with accompanying written explanation to illustrate the exponential nature of AIDS cases.

Alignment: The Logic of “Backward Design”

(What do the Understandings imply for assessment?)

Stage 1	If the desired result is for learners to...	then, you need evidence of the student's ability to...	Stage 2	so, the assessments need to include some things like...
	<p><i>understand:</i></p>	<p><u>TRANSFER:</u> What applications would enable us to infer student ability to autonomous and effectively apply what they have learned? What kinds of performances and/or products, if done well, would provide valid ways of distinguishing between understanding and mere plugging in?</p> <p><u>MAKE MEANING:</u> What must students be able to explain, justify, support, or answer about their work for us to say that they have genuine ability to draw valid inferences? How can we “test” their ideas and applications to find out if they really understand what they have said/done?</p>		

Collecting Diverse Evidence from Assessments



Performance Tasks

Complex challenges that mirror the issues and problems faced by adults. Ranging in length from short-term tasks to long-term, multi-staged projects, they yield one or more tangible products and performances. They differ from academic prompts in the following ways:

- the setting is real or simulated and involves the kind of constraints, background “noise,” incentives, and opportunities an adult would find in a similar situation (i.e., they are “authentic”)
- typically require the student to address an identified audience (real or simulated)
- are based on a specific purpose that relates to the audience
- allow students greater opportunity to personalize the task
- are not secure: the task, evaluative criteria, and performance standards are known in advance and guide student work

Academic Prompts

Open-ended but ‘academic’ questions or problems that require the student to think critically, not just recall knowledge, and to prepare a specific response, product or performance. Such questions or problems –

- require constructed responses to specific prompts under school/exam conditions
- are somewhat “open,” with no single best answer or strategy for solving them expected
- are somewhat scaffolded/simplified – requiring the development of a simple and familiar approach
- involve some higher-order inferencing
- typically require an explanation or defense of the answer given and/or methods used
- require judgment-based scoring, based on criteria and performance standards
- may or may not be ‘secure’ (not known in advance)
- involve questions typically asked only of students in school

Tests and Quizzes

Familiar assessment formats consisting of simple, content-focused items that –

- assess for factual information, concepts and discrete skill
- use selected-response (e.g., multiple choice, true-false, matching) or short-answer formats
- are convergent – typically have a single, best answer
- are easily scored using an answer key or machine
- are typically secure (i.e., items are not known in advance)

A Collection of Assessment Evidence

(example - unit on Nutrition - grades 5-6)

Performance Tasks:

You Are What You Eat - Students create an illustrated brochure to teach younger children about the importance of good nutrition for healthful living.

Chow Down - Students develop a 3-day menu for meals and snacks for an upcoming Outdoor Education camp experience. They write a letter to the camp director to explain why their menu should be selected (by showing that it meets the USDA Food Pyramid recommendations, yet tasty enough for the students).

Other Evidence:

(e.g., tests, quizzes, prompts, work samples, observations, etc.)

Quiz 1 - the food groups

Quiz 2 - the USDA 'plate'

Prompt - Describe two health problems that could arise as a result of poor nutrition and explain how these could be avoided.

Journal - What are your personal and family eating habits? How might they be improved? What happens when you try hard to break one 'bad' habit? (Monitor daily input for 2 weeks of you and your family)

A Collection of Assessment Evidence

(example - unit on the novel, *Catcher in the Rye* - high school)

Performance Tasks:

What's Wrong with Holden? - You are a member of an advisory committee to the hospital where Holden Caulfield is telling his story. After a close reading and discussion of Holden's account of the events of the preceding December, your task is to write: 1) a summary report for the hospital; and 2) a letter to Holden's parents explaining what is wrong with Holden. You should prepare for a meeting with the parents to explain and justify your analysis of Caulfield's behavior.

Other Evidence:

(e.g., tests, quizzes, prompts, work samples, observations, etc.)

1. Essay - "He was the kind of phony that have to give themselves room when they answer someone's question..." Students will write to explain Holden's concern for authenticity.
2. Letter - Each student will write a one-page letter describing Holden from the point of view of another character in the novel.
3. Quizzes - 3 quizzes on plot details during the course of the unit
4. Journal - students respond in their journals at the end of each reading assignment to two questions: a) what is the most important thing you learn about Holden in this section of the novel? and b) what is the most important unanswered question about Holden at this point in the novel?

The final journal entry is a reflection guided by three questions:

- 1) What changed for you in the way you saw Holden as this book went along?
- 2) If, as some people claim, "misunderstanding is inevitable," what were your misunderstandings before and during this unit?
- 3) If you were to teach this novel to next year's students, what would you do to ensure they really understand the novel (rather than simply reading it)?

The Six Facets of Understanding

Facet #1 – EXPLANATION

sophisticated and apt explanations and theories, which provide knowledgeable and justified accounts of events, actions, and ideas. Why is that so? What explains such events? What accounts for such action? How can we prove it? To what is this connected? How does this work?

Facet #2: – INTERPRETATION:

narratives, translations, metaphors, images, and artistry that provide meaning. What does it mean? Why does it matter? What of it? What does it illustrate or illuminate in human experience? How does it relate to me? What makes sense?

Facet #3 – APPLICATION:

ability to use knowledge effectively in new situations and diverse contexts. How and where can we use this knowledge, skill, process? How should my thinking and action be modified to meet the demands of this particular situation?

Facet #4 – PERSPECTIVE:

critical and insightful points of view. From whose point of view? From which vantage point? What is assumed or tacit that needs to be made explicit and considered? What is justified or warranted? Is there adequate evidence? Is it reasonable? What are the strengths and weaknesses of the idea? Is it plausible? What are its limits? So what? What is a novel way to look at this?

the ability to get “inside” another person’s feelings and world view. How does it seem to you? What do they see that I don’t? What do I need to experience if I am to understand? What was the author, artist or performer feeling, seeing, and trying to make me feel and see?

the wisdom to know one’s ignorance and how one’s patterns of thought and action inform as well as prejudice understanding. How does who I am shape my views? What are the limits of my understanding? What are my blind spots? What am I prone to misunderstand due to prejudice, habit, style? How do I learn best? What strategies work for me?

Questioning for Understanding

Explanation

What is the key idea in _____?
 What are examples of _____?
 What are the characteristics/parts of _____?
 How did this come about? Why is this so?
 What caused _____? What are the effects of _____?
 How might we prove/confirm/justify _____?
 How is _____ connected to _____?
 What might happen if _____?
 What are common misconceptions about _____?

Interpretation

What is the meaning of _____?
 What are the implications of _____?
 What does _____ reveal about _____?
 How is _____ like _____ (analogy/metaphor)?
 How does _____ relate to me/us?
 So what? Why does it matter?

Application

How and when can we use this (knowledge/process)?
 How is _____ applied in the larger world?
 How might _____ help us to _____?
 How could we use _____ to overcome _____?

Perspective

What are different points of view about _____?
 How might this look from _____'s perspective?
 How is _____ similar to/different from _____?
 What are other possible reactions to _____?
 What are the strengths and weaknesses of _____?
 What are the limits of _____?
 What is the evidence for _____?
 Is the evidence reliable? sufficient?

Empathy

What would it be like to walk in _____'s shoes?
 How might _____ feel about _____?
 How might we reach an understanding about _____?
 What was _____ trying to make us feel/see?

Self-Knowledge

How do I know _____?
 What are the limits of my knowledge about _____?
 What are my "blind spots" about _____?
 How can I best show _____?
 How are my views about _____ shaped by _____
 (experiences, habits, prejudices, style)?
 What are my strengths and weaknesses in _____?

Performance Task Ideas Based on the Six Facets

Topic	Explain	Interpret	Apply	Perspective	Empathy	Self-Knowledge
Social Studies: Pioneer Life	Write letters home describing what pioneer life is really like vs. what you expected.	Read and interpret real-life journals and stories of pioneers (e.g., <i>Sarah Plain and Tall</i>) to infer from vocabulary and images what life was really like.	Create a museum exhibit in which photos and facsimile artifacts tell the story of the hardships of pioneer life.	Stage a debate between settlers and Native Americans on the effects of western settlement.	Write a letter to relatives "back east" describing the death of pioneer neighbors.	"Why Leave Home?" Write on how you have felt or would feel if you had to leave the home you have known.
Friendship	"Who are your true friends? Who are your fair-weather friends?"	Interpret "Spring" in <i>Frog and Toad Are Friends</i> . What does this episode reveal about friendship?	Place an order for a "true friend" from an imaginary Mail-Order Friendship store.	How do others view me as a friend?	Write an essay or journal entry on why some kids always get picked on and what it feels like to be those kids.	Respond to writing prompts - "Do I know who my true friends are?"
History: U. S. Revolutionary War	Write a newspaper editorial in a 1777 newspaper: Was the break with England inevitable?	"What really happened at Lexington?" Analyze the texts and information available to make sense of the war's opening (facts vs. opinions).	Design a "whisper chamber" for a science museum under various logistical constraints, using your knowledge of conic sections.	Read a Canadian and French account of the Revolutionary War era. Defend or oppose their use as teaching resources at a simulated school board meeting.	Write a series of simulated letters back and forth between relatives in America and England during the pre-Revolutionary war, war, and post-war era.	Journal writing: "what would I fight for?"
Mathematics: Conic sections	Explain how slicing a cone produces all conic sections and justifies their algebraic formulae.	Analyze various data sets to determine the "best-fit" conic section curve.	Build a working set of switches for a model railroad layout.	Conduct experiments with flashlights, conic section cut-outs and shadows to explore how conic sections are formed and how their shapes vary.	Create an imaginary diary entry - "A day in the life of an electron."	
Physics: Electricity	Develop a troubleshooting guide for an electric circuit system.	Assume the role of an electrical sub-contractor: Interpret and analyze the wiring drawings for building a house.	Role play a conversation over the phone (e.g., planning weekend activities for French visitors to your town).	AC or DC? Argue the merits of each type of current for various users.		
French	Explain the difference between the various forms of past tense, and when they should and should not be used.	Compare French vs. English versions of <i>Le Petit Prince</i> to determine if/how language influences the meaning.			Develop a guide containing lists of colloquialisms and their translations to help French visitors avoid misunderstandings.	Keep a log of your reactions to French customs.

Constructing a Performance Task Scenario

(G.R.A.S.P.S. - mathematics example)

Goal:

- minimize costs for shipping bulk quantities of M&Ms.

Role:

- an engineer in the packaging department of the M&M Candy Company.

Audience:

- is non-engineer company executives.

Situation:

- convince penny-pinching company officers that your container design will provide cost-effective use of the given materials, maximize shipping volume of bulk quantities of M&Ms, and be safe to transport.

Product/Performance and Purpose:

- design a shipping container from given materials for the safe and cost-effective shipping of the M&Ms. Then you will prepare a written proposal in which you include a diagram and show mathematically how your container design provides effective use of the given materials and maximizes the shipping volume of the M&Ms.

Standards & Criteria for Success:

- container proposal should...
 - provide cost-effective use of the given materials
 - maximize shipping volume of bulk quantities of M&Ms
 - be safe to transport
- models must make the mathematical case.

Constructing a Performance Task Scenario T

(G.R.A.S.P.S. - social studies example)

Goal:

- help a group of foreign visitors understand the key historic, geographic and economic features of our region.

Role:

- an intern at the Regional Office of Tourism.

Audience:

- is a group of nine foreign visitors (who speak English).

Situation:

- develop a plan, including a budget, for a four-day tour of the region. Plan your tour so that the visitors are shown sites that best illustrate the key historical, geographic and economic features of our region.

Product/Performance and Purpose:

- prepare a written tour itinerary and a budget for the trip. You should include an explanation of why each site was selected and how it will help the visitors understand the key historic, geographic and economic features of our region. Include a map tracing the route for the tour.
[Optional: Provide a budget for the trip.]*

Standards & Criteria for Success:

- proposed tour plan
 - an itinerary and route map
 - the key historical, geographic and economic features of the region
 - a clear rationale for the selected sites
 - *- accurate and complete budget figures

Constructing a Performance Task Scenario ^T

(G.R.A.S.P.S.)

Consider the following set of stem statements as you construct a scenario for a performance task. Refer to the previous idea sheets to help you brainstorm possible scenarios. (Note: These are idea starters. Resist the urge to fill in all of the blanks.)

Goal :

- Your task is _____
- The goal is to _____
- The problem/challenge is _____
- The obstacle(s) to overcome is (are) _____

Role:

- You are _____
- You have been asked to _____
- Your job is _____

Audience:

- Your client(s) is (are) _____
- The target audience is _____
- You need to convince _____

Situation:

- The context you find yourself in is _____
- The challenge involves dealing with _____

Product/Performance and Purpose:

- You will create a _____
in order to _____
- You need to develop _____
so that _____

Standards & Criteria for Success:

- Your performance needs to _____
- Your work will be judged by _____
- Your product must meet the following standards _____
- A successful result will _____

Possible STUDENT ROLES and AUDIENCES

KEY: ROLES = ○ and AUDIENCES = □

- | | | |
|-------------------------|----------------------|-----------------------|
| ○ □ actor | ○ □ parent | ○ □ family member |
| ○ □ advertiser | ○ □ park ranger | ○ □ farmer |
| ○ □ artist/illustrator | ○ □ pen pal | ○ □ filmmaker |
| ○ □ author | ○ □ photographer | ○ □ firefighter |
| ○ □ biographer | ○ □ pilot | ○ □ forest ranger |
| ○ □ board member | ○ □ playwright | er |
| ○ □ boss | ○ □ poet | ○ □ friend |
| ○ □ boy/girl scout | ○ □ policeman/woman | ○ □ geologist |
| ○ □ businessperson | ○ □ pollster | ○ □ government of- |
| ○ □ candidate | ○ □ radio listener | official |
| ○ □ carpenter | ○ □ reader | ○ □ historian |
| ○ □ cartoon character | ○ □ reporter | ○ □ historical figure |
| ○ □ cartoonist | ○ □ researcher | ○ □ illustrator |
| ○ □ caterer | ○ □ reviewer | ○ □ intern |
| ○ □ celebrity | ○ □ sailor | ○ □ interviewer |
| ○ □ chairperson | ○ □ school official | ○ □ inventor |
| ○ □ chef | ○ □ scientist | |
| ○ □ choreographer | ○ □ ship's captain | ○ □ judge |
| ○ □ CEO | ○ □ social scientist | ○ □ jury |
| ○ □ coach | ○ □ social worker | ○ □ lawyer |
| ○ □ community members | ○ □ statistician | ○ □ library pa- |
| ○ □ composer | ○ □ storyteller | tron |
| ○ □ clients/customer | ○ □ student | ○ □ literary critic |
| ○ □ construction worker | ○ □ taxi driver | ○ □ lobbyist |
| ○ □ dancer | ○ □ teacher | ○ □ meteorologist |
| ○ □ designer | ○ □ t.v. viewer | ○ □ museum direc- |
| ○ □ detective | ○ □ tour guide | tor/ |
| ○ □ editor | ○ □ trainer | curator |
| ○ □ elected official | ○ □ travel agent | ○ □ museum goer |
| ○ □ embassy staff | ○ □ traveler | ○ □ neighbor |
| ○ □ engineer | ○ □ t.v./movie | ○ □ newscaster |
| ○ □ expert (in _____) | character | ○ □ novelist |
| ○ □ eye witness | ○ □ tutor | ○ □ nutritionist |
| | ○ □ viewer | ○ □ panelist |

Possible Products and Performances

What student **product(s)** and/or **performance(s)** will provide appropriate evidence of understanding and/or proficiency? The following lists offer possibilities. (Remember that student products and performances should be framed by an explicit purpose or goal and an identified audience.)

Written

- advertisement
- biography
- book report/review
- brochure
- collection
- crossword puzzle
- editorial
- essay
- experiment record
- historical fiction
- journal
- lab report
- letter
- log
- magazine article
- memo
- newscast
- newspaper article
- play
- poem
- position paper
- proposal
- research report
- script
- story
- test
- web site

Oral

- audiotape
- conversation
- debate
- discussion
- dramatization
- dramatic reading
- interview
- radio script
- oral presentation
- oral report
- poetry reading
- puppet show
- rap
- skit
- speech
- song
- teach a lesson

Visual

- advertisement
- banner
- cartoon
- collage
- computer graphic
- data display
- design
- diagram
- diorama
- display
- drawing
- filmstrip
- flyer
- game
- graph
- map
- model
- Power Point show
- photograph
- questionnaire
- painting
- poster
- scrapbook
- sculpture
- slide show
- storyboard
- videotape
- web site

Naive vs. Sophisticated Understanding

(example - causes/effects of the Civil War)

Use the following worksheet to develop a simple rubric to assess understanding of a targeted “big idea” or complex process. Begin by identifying the indicators of a sophisticated, expert understanding. Then, list the indicators of the understandings (and probable misunderstandings) of a novice. These lists provide descriptors for the top and bottom levels of a rubric scale.

Understanding of: causes and effects of the Civil War

<i>naive</i>	<i>sophisticated</i>
<p><i>The novice...</i></p> <ul style="list-style-type: none"> • assumes each effect has a single obvious cause and a single predictable effect. • believes that the Civil War was fought over the morality of slavery. • concludes the “good guys” won and the Union was preserved. 	<p><i>The expert...</i></p> <ul style="list-style-type: none"> • understands that significant events typically have many causes and resulting consequences, and that some may be subtle. • recognizes that the Civil War was sparked by multiple factors, including states rights issues, fundamental economic and cultural differences between North and South, and divided opinions about slavery. • comprehends that the War's lingering effects are evident in the form of regional loyalties, on-going resentment over Federal control and allegiance to symbols (e.g., Confederate flag).

Naive vs. Sophisticated Understanding

Use the following worksheet to develop a simple rubric to assess understanding of a targeted “big idea” or complex process. Begin by identifying the indicators of a sophisticated, expert understanding. Then, list the indicators of the understandings (and probable misunderstandings) of a novice. These lists provide descriptors for the top and bottom levels of a rubric scale.

Understanding of:

<i>naive</i>	<i>sophisticated</i>
<p><i>The novice view ...</i></p> <ul style="list-style-type: none"> • • • • • • • 	<p><i>The expert view...</i></p> <ul style="list-style-type: none"> • • • • • • •

Use the frame below to evaluate – 1) the degree of student understanding, and 2) effectiveness of performance/product.

An Analytic Scoring Rubric

(example of two basic traits)

		<i>understanding</i>	<i>performance/performance quality</i>
traits			
scale	<i>weights</i> →	65%	35%
4	Shows a sophisticated understanding of the relevant ideas or processes. The concepts, evidence, arguments, qualifications made, questions posed and/or methods used are advanced, going well beyond the grasp of the subject typically found at this age level.	The performance/product is highly effective. The ideas are presented in an engaging, polished, clear and thorough manner, mindful of the audience, context, and purpose. There is unusual craftsmanship in the final product/performance.	
3	Shows a solid understanding of the relevant ideas or processes. The concepts, evidence, arguments, and/or methods used are appropriate for addressing the issues/problems. There are no misunderstandings of key ideas or overly-simplistic approaches.	The performance/product is effective. The ideas are presented in a clear and thorough manner, showing awareness of the audience, context, and purpose.	
2	Shows a somewhat naive or limited understanding of the relevant ideas or processes. The concepts, evidence, arguments, and/or methods used are somewhat simple/crude/inadequate for addressing the issues/problems. Response may reveal some misunderstanding of key ideas or methods.	The performance/product is somewhat effective. There are some problems with clarity, thoroughness, delivery, and/or polish. It is unclear whether audience, context, and purpose have been considered.	
1	Shows little apparent understanding of the relevant ideas and issues. The concepts, evidence, arguments, and/or methods used are inadequate for addressing the issues/problems. Response reveals major misunderstandings of key ideas or methods.	The performance/product is ineffective. The performance is unpolished, providing little evidence of prior planning, practice, and consideration of purpose and audience. OR The presentation is so unclear and confusing as to make it difficult to determine the key points.	

Criteria & Rubric Ideas

By what criteria should understanding-related performances be assessed? The challenge in answering is to ensure that we assess what is *central* to the understanding, not just what is easy to score or what is really only scoring content accuracy. In addition, we need to make sure that we identify the *separate* traits of performance (e.g. a paper can be well-organized but not informative and vice versa) to ensure that the student gets specific and valid feedback. 2 basic kinds of traits and examples follow:

Criteria related to understanding

<i>quality of the understanding</i>	<i>quality of the performance</i>
accurate	comprehensive
credible	elegant
critical	effective
illustrative	efficient
illuminating	engaging
insightful	fluent
grounded	practical
justified	graceful
meaningful	mechanically sound
plausible	persuasive
perceptive	poised
revealing	polished
sensitive	precise
significant	skilled
sophisticated	solved
unusual	thorough

Criteria & Rubric Ideas

It's not enough to have multiple criteria. We need to consider whether we are using all the right *types* of criteria. For example, we might use accurate and thorough in scoring writing but those two criteria, while necessary, are not sufficient: we need to know if the writer achieved key desired results: was the writing engaging? Informative? etc. We refer to such results-focused criteria as the “impact” of the performance. Too many rubrics schemes do not stress the desired and actual impact, focusing too much on content and process only - though the real world is about impact. The following criteria types and examples can help ensure a valid set of rubrics is developed.

Four types of performance criteria (with sample indicators)

content	process	quality	result
Describes the degree of <i>knowledge</i> of factual information or understanding of concepts, principles, and processes.	Describes the degree of <i>skill</i> . Also refers to the effectiveness of the process or method used.	Describes the degree of <i>polish</i> evident in products and performances.	Describes the overall <i>impact</i> and the extent to which goals, purposes, or results are achieved.
accurate appropriate authentic complete correct credible explained justified important in-depth insightful logical makes connections precise relevant sophisticated supported thorough valid	careful clever coherent collaborative concise coordinated effective efficient flawless followed process logical/reasoned mechanically correct methodical meticulous organized planned purposeful rehearsed sequential skilled	attractive competent creative detailed extensive focused graceful masterful organized polished proficient precise neat novel rigorous skilled stylish smooth unique well-crafted	beneficial conclusive convincing decisive effective engaging entertaining informative inspiring meets standards memorable moving persuasive proven responsive satisfactory satisfying significant useful understood

Descriptive Terms for Differences in Degree

Use the following general terms to describe differences in degree when constructing a “first-time” scoring rubric with a 4-point scale. Once the rubric is applied, an analysis of student work will yield more precise descriptive language and/or a rubric with more gradations.

Degrees of Understanding

- **thorough/complete**
- **substantial**
- **partial/incomplete**
- **misunderstanding/
serious misconceptions**

Degrees of Frequency

- **always/consistently**
- **frequently/generally**
- **sometimes/occasionally**
- **rarely/never**

Degrees of Effectiveness

- **highly effective**
- **generally effective**
- **somewhat effective**
- **ineffective**

Degrees of Independence

student successfully completes the task:

- **independently**
- **w/ minimal assistance**
- **w/ moderate assistance**

Degrees of Accuracy

- **completely accurate; all ____
(facts, concepts, mechanics,
computations) correct**
- **generally accurate; minor
inaccuracies do not affect
overall result**
- **inaccurate; numerous
errors detract from result**
- **major inaccuracies;
significant errors throughout**

Degrees of Clarity

- **exceptionally clear; easy to
follow**
- **generally clear; able to follow**
- **lacks clarity; difficult to fol-
low**
- **unclear; impossible to follow**

Directions: Use the following scale to rate your “level of use” of each of the following assessment tools (at the classroom, school or district level). What do the survey results suggest? What patterns do you notice? Are you collecting appropriate evidence for *all* the desired results, or only those that are easiest to test and grade? Is an important learning goal “falling through the cracks” because it is not being assessed?

<p>5 = Extensive Use 4 = Frequent Use 3 = General Use 2 = Sporadic Use 1 = Infrequent Use 0 = No Evidence of Use</p>
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- ___ 1. selected-response format (e.g., multiple-choice, true-false) quizzes and tests
- ___ 2. written/oral responses to academic prompts (short-answer format)
- ___ 3. performance assessment tasks, yielding:
 - ___ extended written products (e.g., essays, lab reports)
 - ___ visual products (e.g., Power Point show, mural)
 - ___ oral performances (e.g., oral report, foreign language dialogues)
 - ___ demonstrations (e.g., skill performance in physical education)
- ___ 4. long-term, “authentic” projects (e.g., senior exhibition)
- ___ 5. portfolios - collections of student work over time
- ___ 6. reflective journals or learning logs
- ___ 7. informal, on-going observations of students
- ___ 8. formal observations of students using observable indicators or criterion list
- ___ 9. student self-assessments
- ___ 10. peer reviews and peer response groups
- ___ 11. other: _____

Design Checklist – Stage 2

Performance Task(s)

T

1. ___ The performance tasks are aligned with one or more desired results in Stage 1. The task(s) will yield appropriate evidence of the identified transfer goals, big ideas, and knowledge & skill.
2. ___ The task(s) involve(s) a complex, real-world (i.e., “authentic”) application of the identified knowledge, skill, and understandings.
3. ___ The task(s) is/are written in the G.R.A.S.P.S. form.
4. ___ The task(s) allow(s) students to demonstrate understanding with some choice/options/variety in the performances and/or products.
5. ___ The task(s) are *not likely to be performed well* without a clear grasp of the abilities and ideas the task is meant to assess.
6. ___ The task(s) require(s) one or more of the six facets of understandings.
7. ___ The scoring rubric(s) include(s) distinct traits of understanding *and* successful performance.
8. ___ The scoring rubric(s) highlight what is appropriate, given the evidence needs suggested by the Desired Results of Stage 1.

Other Evidence

OE

9. ___ Other appropriate evidence has been identified in summary form (e.g., key quizzes, exams, student self-assessments, etc.) to supplement the evidence provided by the performance task(s).
10. ___ Students are given the opportunity to self-assess and reflect upon their learning and performance.

STAGE 2

Assessment

students will show their learning by –

Assessment purpose/criteria

we are looking for evidence of –

Stage 1 Alignment

to see if they have achieved –

- TASK:** You are a real estate agent who has been asked to advise one of these people on where they should locate their homes or businesses in our state. Where should they go? Why here and not somewhere else? Which maps will you show them in order to make your case? Why those? Write your answer as a letter to these possible future residents:
- A person who wants to set up a travel agency.
 - A family whose members are enthusiastic canoeists.
 - A couple that wants to open a store that sells electronics.

- ability to analyze particular human needs related to local geography.
 - appropriateness of recommendation
 - accuracy of information
- letter-writing skill and understanding of audience
- well-written letter

- Transfer: #2
- Meaning: #1, 3
- E Question: #1, 2
- Knowledge: #1 - 4
- Skill: #3 - 5

- TASK:** You are an advertiser hired by the government of a northern, western or a southern state to develop a presentation that will entice people to settle in your region. What are the possibilities for jobs, culture, and family life? What are the particular strengths and attractions of your state and your region? You need to sell your region since other regions are competing for new jobs, industries, and citizens.

- Part 2.** As a likely immigrant (your teacher will assign a role to you), you have heard all of the arguments. Who made the most persuasive pitch? Where will you decide to move to and why? Write a letter to the regional tourist bureau as to why you are coming there and not to the other regions.

- ability to analyze particular human needs related to regional geography and transfer them to situations.
- appropriateness of recommendation
- accuracy of information

- Transfer: #1
- Meaning: #2, 3
- E Question: #1, 2
- Knowledge:
- Skill: #1 - 3

- TASK:** Our state is made up of regions, too – just as our state is a small part of a region in the whole country. The state tourist board wants to attract more visitors. Some of the people who might be interested in visiting the state include: Bird watchers, Civil War history buffs, People interested in different kinds music, People who like eating interesting foods, Genealogists studying the history of different ethnic groups

- The board has asked you to create a map of the state that shows what its regions might be. They have also asked you to help them design a ten-day bus tour around the state, by region, for these specialized tourists. To entice these visitors, you must create a brochure that includes your map, your trip stops, and a summary of what they will find. (A trip can realistically average about 150 miles per day, with time to sightsee and do fun local things.)

- ability to transfer understanding of national regions to our state.
- research, presentation, self-assessment
- appropriateness of region
- accuracy of information on map
- appropriateness of tour proposed
- persuasiveness of tour guide
- polish of the work
- accuracy of self-assessment

- Transfer: #1
- Meaning: #2, 3
- E Question: #1, 2
- Knowledge: #1
- Skill: #2, 3

- QUIZ:** Each student will enter the names of the states into an outline map of the United States, with color-coded regions.

- Evidence of accurate recall of regions and states
- accuracy of recall

- Transfer:
- Meaning:
- E Question: #1 - 4
- Knowledge:
- Skill:

Assessing the Assessments

TEACHER Sheet for Assessment Titled _____	
1. Which <i>Course Goals/Major Topics/Standards</i> were you assessing here? "I was looking to see if they..."	
2. What % of the test was -	
	<input type="checkbox"/> teacher designed = <input type="checkbox"/> locally designed = <input type="checkbox"/> from the Internet = <input type="checkbox"/> from the textbook =
3. Total point value of all questions	
4. Assessment Importance: <i>Marking Period (M)/Interim (I)/ Short-term (S)</i>	
5. Time allotted to the assessment	
6. % of the total assessment involving <i>selected response</i>	
7. % of total assessment required <i>short writing (less than a paragraph)</i>	
8. % of total assessment required <i>extended writing</i>	
9. How much was known in advance by students: <i>All Qs/Some Qs/Topics/None</i>	
10. How difficult <u>should</u> the test have been for the students? <i>Very / Somewhat /Easy</i>	
11. How difficult <u>in fact</u> was the test for students? <i>Very/Somewhat/Easy</i>	
12. Question by Question: degree of rigor: <i>LOW</i> (recall, plug in) <i>MEDIUM</i> (simple inference and application) or <i>HIGH</i> (complex thinking & transfer)? <i>Circle the Question number if you went over this specific question (or one just like it) in class.</i>	
1	11
2	12
3	13
4	14
5	15
6	16
7	17
8	18
9	19
10	20
21	31
22	32
23	33
24	34
25	35
26	36
27	37
28	38
29	39
30	40
31	41
32	42
33	43
34	44
35	45
36	46
37	47
38	48
39	49
40	50
	# of high level Qs:
	# of medium-level Qs
	# of low-level Qs
	% of low-level Qs:

Question 'Degree of Difficulty':

Level 1: Recall – An Exercise. Level 1 questions involve the recall of information such as a fact, definition, term, or simple “plug and chug” procedure. Minimal or no inference is required: both the question and desired response/approach should be familiar.

- All one-step or simple 2-step, well-defined algorithmic exercises are Level 1: the question has been highly simplified/scaffolded to be straightforward and unambiguous.
- Verbs that typically signify a Level 1 question include “identify,” “recall,” “state” “simplify,” “reduce” or “measure.”

Level 2: Some Processing – a Routine and Well-Structured Task. Level 2 work requires some figuring out and inferencing beyond a recalled or habitual response. A Level 2 question requires students to think through what the question is asking, and make a simple decision as to how to approach the question and set up the response. The prompt/task is familiar, in other words, but some inference about what is being asked and how to proceed is required. However, once the student recognizes or discerns what type of question this is, the solution path should become obvious and be relatively simple and straightforward.

- Typical Level 2 questions require the learner to infer which formula or type of response is needed when confronted with a somewhat-scaffolded prompt: e.g. student is told to write a 5-paragraph essay or given a familiar math problem that needs a few straightforward steps.
- Level 2 problems are not yet contextually realistic or complex. This is still a question that isolates a specific skill or concept so that there is an unambiguous solution path and answer.
- Language that often distinguishes a Level 2 item include: “Find” “solve for” “determine” “classify,” “make observations,” “collect and display data,” and “compare data.”

Level 3: Strategic Thinking & Transfer – A Non-routine and/or Unscaffolded Task Level 3 requires significant reasoning, planning, trial and error, finding and using evidence, and engaging in a higher level of thinking than the previous two levels. These are real challenges or problems that may initially seem unsolvable or insufficiently clear to the student; some testing/messing around is needed to clarify the question and solution path. The key characteristics of the task is that there is no explicit guidance about how to determine the best product or solution path; there is a novel aspect to the task, and real-world context and “messiness” may have to be considered (*this* audience, in *this* setting, etc.). Thus, the topic may be familiar but the task/question is somewhat puzzling and novel; it requires thoughtful and creative explorations for an effective transfer of prior learning to occur.

- Think of the game vs. the drill: this is the game, in all its complexity and decision-making. Levels 1 and 2 are more like simple and complex sideline drills.
- Any question that has more than one plausible answer or approach and requires students to justify the approach and/or response they give would likely be a Level 3.
- The complexity does not result primarily from the fact that there might be different possible answers, but because the question requires making judgments, distinctions, adjustments, sensitivity to context, subtle inference, multi-step plans, handling counter-arguments, etc.
- Language that suggests a Level 3 question includes “Why?” “Argue” “Under what conditions?” “Infer from the data” “Model.” HOWEVER, the language is not the salient characteristic. Rather, this has to be in reference to a real challenge, as defined above.

WARNING: Many questions about data, a text, or a complex issue can seem higher-order when in fact the question was discussed in detail in class and students were coached on how to handle it (thus, making it a Level 1 or Level 2 question).