

Designing Performance Assessments: Role and Audience Can Help!

facilitated by

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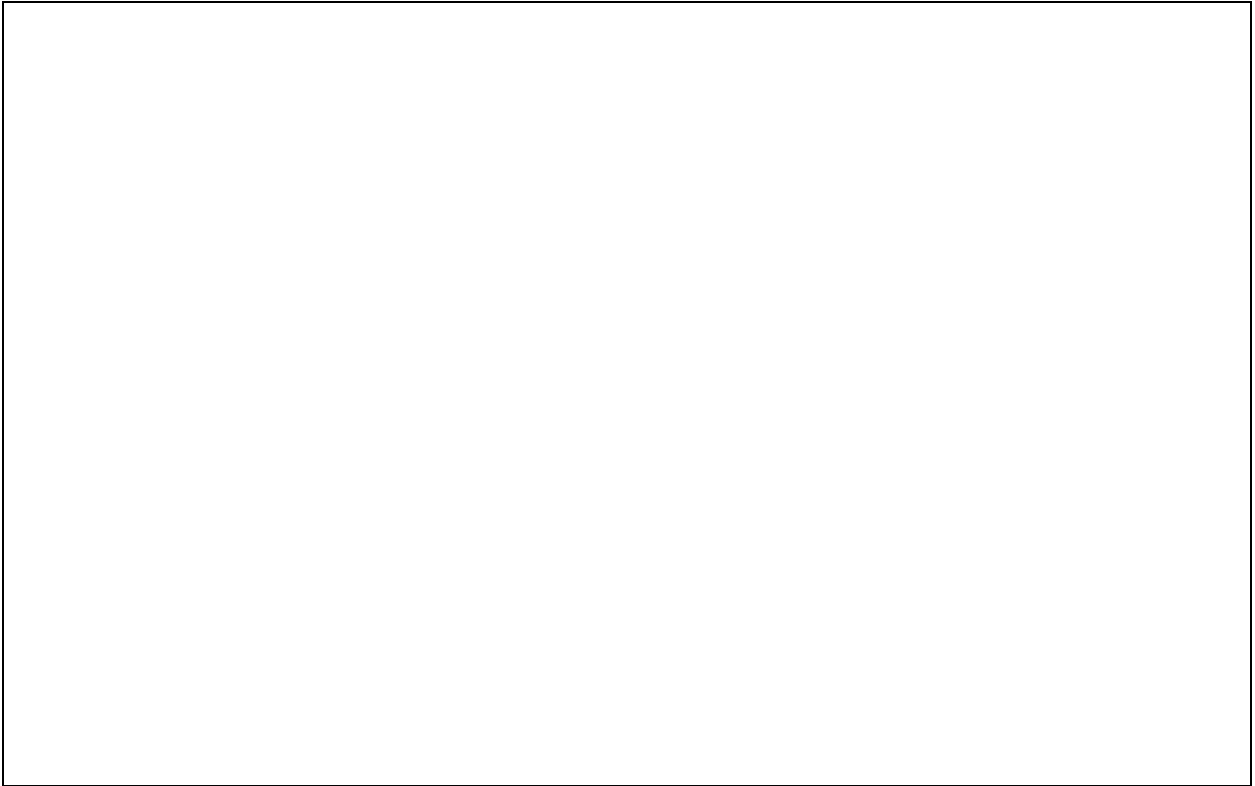
LSA Fall Conference
Martin Luther School
October 31, 2013

Essential Questions for our time together (and beyond):

Why are we learning this?

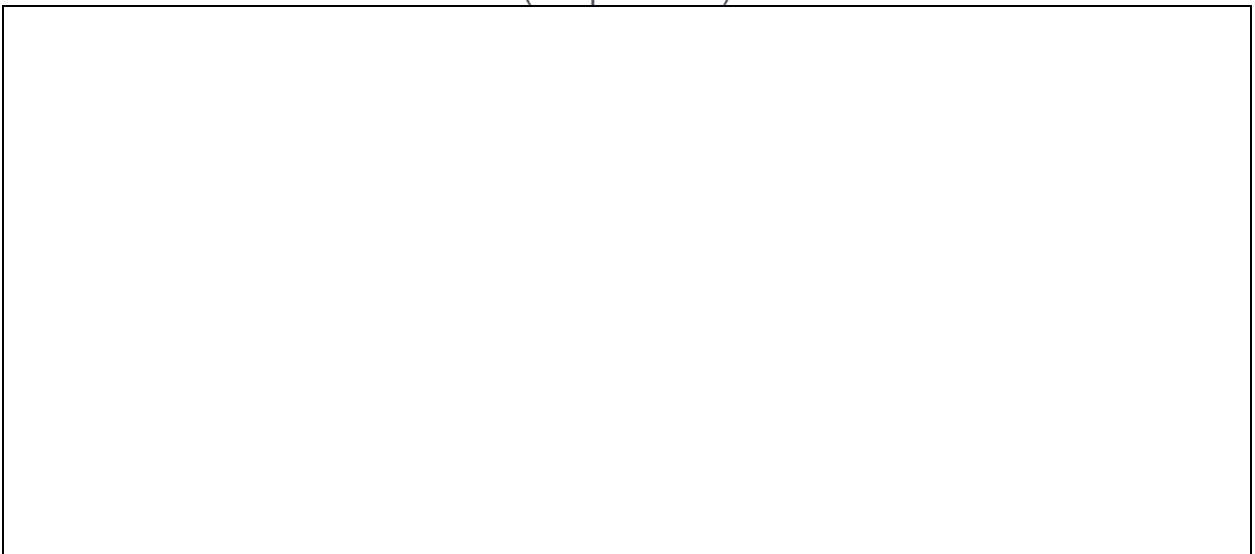
What is the best role and audience for my goals?

My Best Designed Learning Experience...



An Elevator Pitch...

(Keep it short!)



Context	Situation (before)	Performance Assessment (after)	What's in it for teacher?	What's in it for student?
Health Class	Students complete a multiple choice test on different food groups and healthy eating.	You are a nutritionist working at a summer camp. You must plan a week's worth of healthy meals for the campers that they will enjoy. Create a menu that includes all of the options and information about their nutritional values. Be prepared to justify your choices to the chef in a 3-minute presentation of the menu!		
Math	Students complete 10 problems on volume, area, and density.	You are an engineer in the packaging department of the M&M candy company. You need to design a shipping container that is safe and cost effective. Not only do you need to construct the package, but you must also create a written proposal and mathematically accurate diagram of your design. Be		

		prepared to convince penny-pinching company officers that your design will maximize the shipping volume of the M&Ms.		
Science	Students complete a worksheet on the steps of the Scientific Method.	You are a scientist at Tide. Design an experiment to determine which of four brands of detergent will most effectively remove three different types of stains on cotton fabric. Provide written directions and photographs to guide the newly hired member on your team through the procedures. Your experimental procedure should be convincing, polished, thorough, and accurate.		
Reading/ Writing	Students write a short essay after reading a nonfiction selection in the anthology.	You are a journalist writing an editorial for the _____. After researching multiple sources from a variety of perspectives and formats, write an editorial that crafts a clear and well-justified		

		<p>argument about the topic you've just read in your anthology. Justify to your editorial board why this is a compelling and relevant opinion that is consistent with the publication's philosophy.</p>		
<p>Reading/ Writing</p>	<p>Students answer the questions at the end of the fictional selection in the anthology.</p>	<p>You are a sketch-writer for Saturday Night Live and have been asked to craft a narrative parody of a selection that you've just read in class. If selected by the production deadline, your narrative will be performed in an "overly-dramatic reading" by Jimmy Fallon, Amy Poehler, and Tina Fey on this week's episode! Your story parody should appeal to the SNL audience and incorporate characters, a well-defined plot, dialogue, descriptive details, and other engaging elements. Refine</p>		

		your work so that it doesn't wind up on the cutting room floor!		
Science	Students fill in a blank outline on the topic of natural disasters.	You work for the National Weather Service. You have determined that a large hurricane is about to hit the East Coast of the United States. Create a plan to adequately inform and prepare affected residents for the storm. You have 48 hours until the storm hits. Be timely, succinct, and impactful!		
Social Studies	Students write an essay about Ivan the Terrible.	The History Channel has posted a new job. They are looking for someone to write a biography of Ivan the Terrible to accompany a new documentary. You have to determine if you will portray Ivan as a great ruler who increased stability in his land or a tyrant who reduced living conditions for his people. Once you determine your stance, create a		

		<p>proposal for the Director of Ancient Civilizations at the History Channel. Your proposal must include specific facts to justify your position. It should also be clear and compelling so that you are selected as the writer for the project!</p>		
Math	<p>Students take a test on number sense and basic computation as a pre-assessment at the beginning of the year.</p>	<p>You work for Disneyland. You have 4 acres of land to develop a new parking lot. How many cars can fit into the structure if it is a single level structure? Be prepared to explain your reasoning to the head of Disneyland security.</p>		

Figure M.4

GRASPS Task Scenario Builder

Consider the following set of sentence starters as you construct a scenario for a performance task.
Note: These are stems to help you generate ideas. Resist the urge to fill in all of the blanks.

Goal:

- Your task is _____
- The goal is to _____
- The problem or challenge is _____
- The obstacles to overcome are _____

Role:

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

Audience:

- Your clients are _____
- The target audience is _____
- You need to convince _____

Situation:

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

Product or Performance and Purpose:

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

Standards and Criteria for Success:

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

Figure M.5

Possible Student Roles and Audiences

— = ROLES □ = AUDIENCES

— □ actor	— □ family member	— □ playwright
— □ advertiser	— □ farmer	— □ poet
— □ artist/illustrator	— □ filmmaker	— □ police officer
— □ author	— □ firefighter	— □ pollster
— □ biographer	— □ forest ranger	— □ radio listener
— □ board member	— □ friend	— □ reader
— □ boss	— □ geologist	— □ reporter
— □ Boy/Girl Scout	— □ government official	— □ researcher
— □ businessperson	— □ historian	— □ reviewer
— □ candidate	— □ historical figure	— □ sailor
— □ carpenter	— □ illustrator	— □ school official
— □ cartoon character	— □ intern	— □ scientist
— □ cartoonist	— □ interviewer	— □ ship's captain
— □ caterer	— □ inventor	— □ social scientist
— □ celebrity	— □ judge	— □ social worker
— □ CEO	— □ jury	— □ statistician
— □ chairperson	— □ lawyer	— □ storyteller
— □ chef	— □ library patron	— □ student
— □ choreographer	— □ literary critic	— □ taxi driver
— □ coach	— □ lobbyist	— □ teacher
— □ community member	— □ meteorologist	— □ tour guide
— □ composer	— □ museum director/curator	— □ trainer
— □ client/customer	— □ museum goer	— □ travel agent
— □ construction worker	— □ neighbor	— □ traveler
— □ dancer	— □ newscaster	— □ tutor
— □ designer	— □ novelist	— □ TV/movie character
— □ detective	— □ nutritionist	— □ TV viewer
— □ editor	— □ panelist	— □ viewer
— □ elected official	— □ parent	— □ visitor
— □ embassy staff	— □ park ranger	— □ website designer
— □ engineer	— □ pen pal	— □ zookeeper
— □ expert (in _____)	— □ photographer	— □ _____
— □ eyewitness	— □ pilot	— □ _____

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