

Performance Descriptors and Classroom Assessments



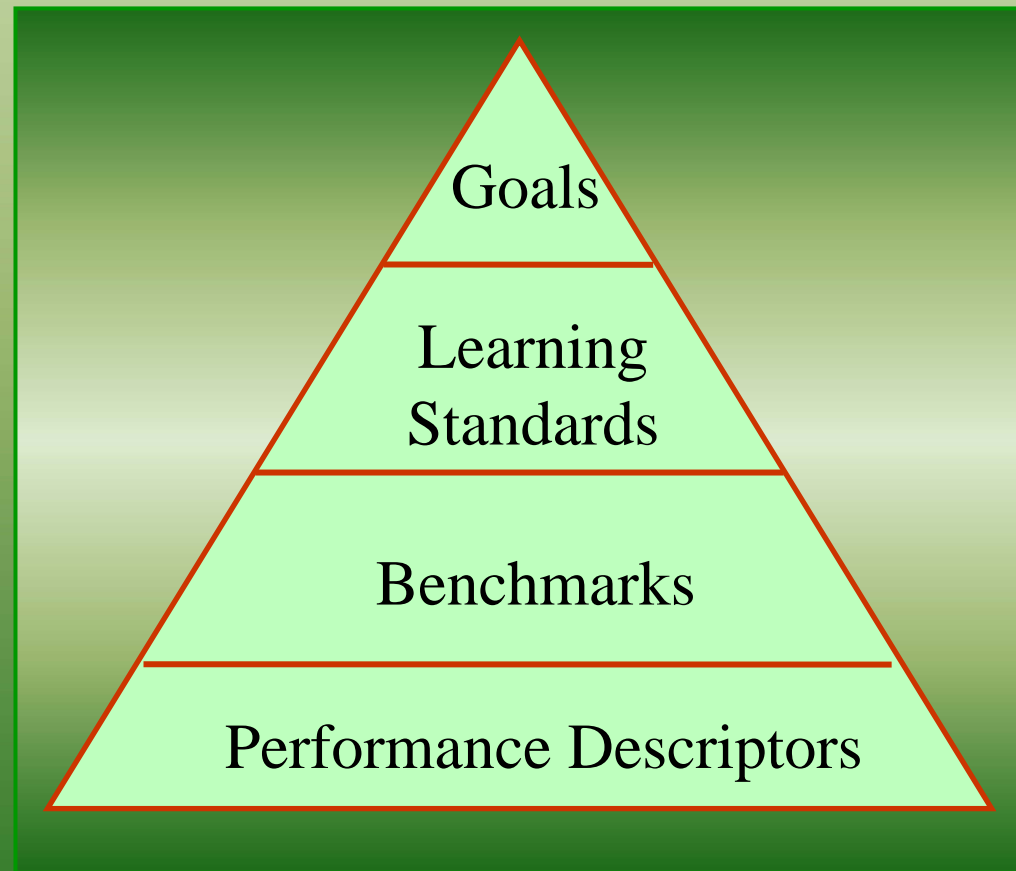
Performance Descriptors and Classroom Assessments

This presentation is designed to help groups of teachers use the Performance Descriptors and the Classroom Assessments. Before using this with groups of teachers review the presentation and print some of the items found on the website or CD to facilitate the group activities.

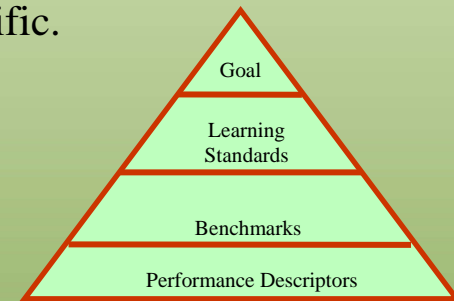
Topics In This Presentation

- Standards as Achievement Targets
 - Performance Descriptors
 - Classroom Assessments
 - Student Work Samples
- Activities for Staff Development
- Use www.isbe.net to find resources

Standards Are Achievement Targets



- **Goals** are the most general of the statements about learning. There are 30 state goals over seven learning areas.
- **Learning Standards** are aligned under each goal area. The Illinois Learning Standards in some learning areas such as Social Science are still broad statements. However, most of the process standards in Reading and Math are more specific.
- **Benchmarks** further describe learning at 5 levels:
 - Early Elementary
 - Late Elementary
 - Middle/Junior High
 - Early High School
 - Late High School
- **Performance Descriptors** are resources that help to make the standards and benchmarks more specific. They evolved from the State Goals and Standards with each layer adding more detail and specificity.
 1. The primary purpose of the Performance Descriptors is to provide educators with clear descriptions of the performance expectations for the ILS stage by stage (grade by grade).
 2. Performance Descriptors supplement the ILS. The descriptors are not required, nor are they an exhaustive listing of all expectations.
 3. Performance Descriptors are classroom resources to help teachers plan their own curriculum.
 4. The current Performance Descriptors are available on the ISBE web-site (www.isbe.net)



Illinois Learning Standards

Goal

Standards

Benchmark Levels

Benchmark Statements

SOCIAL SCIENCE

STATE GOAL 14: Understand political systems, with an emphasis on the United States.

As a result of their schooling students will be able to:

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY
A. Understand and explain basic principles of the United States government.	14.A.1 Describe the fundamental principles of government including representative government, government of law, individual rights and the common good.	14.A.2 Explain the importance of fundamental concepts expressed and implied in major documents including the Declaration of Independence, the United States Constitution and the Illinois Constitution.
B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.	14.B.1 Identify the different levels of government as local, state and national.	14.B.2 Explain what government does at local, state and national levels.
C. Understand election processes and responsibilities of citizens.	14.C.1 Identify concepts of responsible citizenship including respect for the law, patriotism, civility and working with others.	14.C.2 Describe and evaluate why rights and responsibilities are important to the individual, family, community, workplace, state and nation (e.g., voting, protection under the law).
D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.	14.D.1 Identify the roles of civic leaders (e.g., elected leaders, public service leaders).	14.D.2 Explain ways that individuals and groups influence and shape public policy.
E. Understand United States foreign policy as it relates to other nations and international issues.	14.E.1 Identify relationships that the federal government establishes with other nations.	14.E.2 Determine and explain the leadership role of the United States in international settings.
F. Understand the development of United States political ideas and traditions.	14.F.1 Describe political ideas and traditions important to the development of the United States including democracy, individual rights and the concept of freedom.	14.F.2 Identify consistencies and inconsistencies between expressed United States political traditions and ideas and actual practices (e.g., freedom of speech, right to bear arms, slavery, voting rights).

Note: Examples are designated by "e.g." and enclosed in parentheses. They are meant to guide the teacher as to the general intent of the standards and benchmarks, not to identify all possible items.

44 - Adopted 7/25/97

WHY THIS GOAL IS IMPORTANT:

The existence and advancement of a free society depend on the knowledge, skills and understanding of its citizenry. Through the study of various forms and levels of government and the documents and institutions of the United States, students will develop the skills and knowledge that they need to be contributing citizens, now and in the future.

MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
14.A.3 Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions.	14.A.4 Analyze how local, state and national governments serve the purposes for which they were created.	14.A.5 Analyze ways in which federalism protects individual rights and promotes the common good and how at times has made it possible for states to protect and deny rights for certain groups.
14.B.3 Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.	14.B.4 Compare the political systems of the United States to other nations.	14.B.5 Analyze similarities and differences among world political systems (e.g., democracy, socialism, communism).
14.C.3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.	14.C.4 Describe the meaning of participatory citizenship (e.g., volunteerism, voting) at all levels of government and society in the United States.	14.C.5 Analyze the consequences of participation and non-participation in the electoral process (e.g., women's suffrage, voter registration, effects of media).
14.D.3 Describe roles and influences of individuals, groups and media in shaping current Illinois and United States public policy (e.g., general public opinion, special interest groups, formal parties, media).	14.D.4 Analyze roles and influences of individuals, groups and media in shaping current debates on state and national policies.	14.D.5 Interpret a variety of public policies and issues from the perspectives of different individuals and groups.
14.E.3 Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology).	14.E.4 Analyze historical trends of United States foreign policy (e.g., emergence as a world leader - military, industrial, financial).	14.E.5 Analyze relationships and tensions among members of the international community.
14.F.3a Analyze historical influences on the development of political ideas and practices as enumerated in the Declaration of Independence, the United States Constitution, the Bill of Rights and the Illinois Constitution.	14.F.4a Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War).	14.F.5 Interpret how changing geographical, economic, technological and social forces affect United States political ideas and traditions (e.g., freedom, equality and justice, individual rights).
14.F.3b Describe how United States political ideas and traditions were instituted in the Constitution and the Bill of Rights.	14.F.4b Describe how United States' political ideas, practices and technologies have extended rights for Americans in the 20 th century (e.g., suffrage, civil rights, voter registration).	

Adopted 7/25/97 - 45

Performance Descriptors for Illinois Learning Standards

Early Elementary Grades 1-3			Late Elementary Grades 4 - 5	
Stage A	Stage B	Stage C	Stage D	Stage E
Grades 1-2	Grades 1-2-3	Grades 2-3-4	Grades 3-4-5	Grades 4-5-6

Middle/Junior High School Grades 6 - 8			Early High School Grades 9-10	Late High School Grades 11-12
Stage F	Stage G	Stage H	Stage I	Stage J
Grades 5-6-7	Grades 6-7-8	Grades 7-8-9	Grades 8-9-10	Grades 10-11-12

Performance Descriptors

- **The design of the Performance Descriptors** is to show increased performance incrementally through 10 stages of educational development.
- This means the content, skills and reasoning get more in depth as the continuum is followed through stage J.
- This does not mean that the students in 1st grade or 2nd grade don't reason- rather they reason like 1st or 2nd graders.
- There are 10 stages for each standard.
- The stages can correspond to grade levels. Stage A is for 1st grade, Stage J is for the late high school level.
- However, a range of grades could be part of each stage, because students in your class are not all at the same place at the same time.

Example

- If a 2nd grade teacher working on curriculum wanted to know where to begin, the suggestion is to start with stage B but also to look back at Stage A and ahead to Stage C.
- Schools also have different curricula and may have items from one stage at a different grade level from another school.

Stage B: Goals, Standards and Performance Descriptors

Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

Standard 16A: Apply the skills of historical analysis and interpretation.

Benchmark 16A.1a. Explain the difference between past, present and future time; place themselves in time.

Performance Descriptors

- Place a series of events from a chronology (e.g., student's life) in the proper places on a timeline.
- Explain how the individual events on a timeline are related to one another.
- Use a story or an image about the past to describe what life was like for people who lived during that period.
- Explain why people need to know about the history of those who live in other places.

Specificity of Statements

The previous slide shows an example of the hierarchy from Goal to Performance Descriptors for Stage B, which could be the 2nd grade level.

- **Goal 16** is a very broad statement. Basically, it says we want students to know history.
- **16A** is the standard. It is the first breakdown and the initial target for learning. It would be repeated in many lessons.
- **16A.1a** is the Benchmark statement. It helps to define the standard further. This statement is more specific than the standard.
- **Descriptors** are listed at the bottom of the slide.
- These are very specific and help to clarify the standard. Notice the grain size of the statement. These statements are more at the level for teaching and assessing in the classroom. Several of these statements could be put together in the same unit of study and even combined with descriptors from other Social Science Standards or those from a different learning area.

Performance Standards

Performance Standards

include all of the following:

- Performance Descriptor
- Assessment Task
- Performance Levels (based on a Rubric) with Student Work Samples

The performance descriptors and assessment tasks were written by teachers. Teachers field tested each assessment and scored the student work samples.

Classroom Assessments

Each assessment is organized in the following manner:

Performance Standard

Procedures for Instruction, Assessment, and Evaluation

Time Frame

Resources

Exemplars at Meets and Exceeds levels

See Teacher's Guide to Classroom Assessments on CD or www.isbe.net for more information

RUBRIC: Continuum of Evidence

From Present/Correct to Absent/Incorrect

Evidence is Present and Correct

<p>Exceeds</p> <p><u>All or almost all</u> evidence is present and correct</p>	<p><u>Little</u> evidence is absent or incorrect</p>
<p>Meets</p> <p><u>Most</u> evidence is present and correct</p>	<p><u>Some</u> evidence is absent or incorrect</p>
<p>Approaches</p> <p><u>Some</u> evidence is present and correct</p>	<p><u>Most</u> evidence is absent or incorrect</p>
<p>Begins</p> <p><u>Little</u> evidence is present and correct</p>	<p><u>All or almost all</u> evidence is absent or incorrect</p>

Evidence is Absent or Incorrect

SOCIAL SCIENCE RUBRIC

NAME _____

DATE _____

- Exceeds standard (total points 11 - 12)
- Meets standard (total points 8 - 10)
- Approaches standard (total points 5 -7)
- Begins standard or absent (total points 1 -4)

	Knowledge of evidence from the social sciences; facts/supporting details; themes/issues; and concepts/ideas	Reasoning: Analysis, evaluation, and synthesis of evidence.	Communication: Demonstrates knowledge and reasoning through oral, written, visual, dramatic, or mixed media presentation
4	<ul style="list-style-type: none"> • Key concepts/themes/issues/ideas are thoroughly identified, defined and described • Significant facts/supporting details are included and accurately described • Has little or no factual inaccuracies 	<ul style="list-style-type: none"> • Identifies and logically organizes almost all relevant evidence • Uses appropriate and comprehensive critical thinking skills and habits of mind to analyze, evaluate, and synthesize evidence • Reaches informed conclusions based on the evidence 	<ul style="list-style-type: none"> • Almost all ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes • The presentation is well focused with a well-defined thesis • Presentation shows substantial evidence of organization • Presentation shows attention to the details of specific performance conventions
3	<ul style="list-style-type: none"> • Key concepts/themes/issues/ideas are identified, defined, and described • Facts/supporting details are included • May have a major factual inaccuracy, but most information is correct 	<ul style="list-style-type: none"> • Identifies and organizes most of the relevant evidence • Uses partial critical thinking skills and habits of mind to analyze, evaluate, and synthesize evidence • Reaches informed conclusions based on the evidence 	<ul style="list-style-type: none"> • Most ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes • The presentation demonstrates a focus and thesis with several narrative gaps • Presentation demonstrates adequate evidence of organization • Presentation has mistakes in attention to the details of specific performance conventions
2	<ul style="list-style-type: none"> • Some key concepts/themes/issues/ideas are identified, defined, and described • Some facts/supporting details are included • Has some correct and some incorrect information 	<ul style="list-style-type: none"> • Identifies some relevant evidence and omits most of the other evidence • Uses unclear, inappropriate, or incomplete critical thinking skills and habits of mind to analyze, evaluate, and synthesize evidence • Reaches incomplete or inaccurate conclusions based on the evidence 	<ul style="list-style-type: none"> • Some ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes • The presentation demonstrates an inadequate focus and thesis • Presentation demonstrates inadequate evidence of organization • Presentation has insufficient attention to the details of specific performance conventions
1	<ul style="list-style-type: none"> • Few or no key concepts/themes/issues/ideas are identified, defined, and described • Few or no facts/supporting details are included • Information is largely inaccurate, absent or irrelevant 	<ul style="list-style-type: none"> • Important evidence relevant to the problem is not identified • Critical thinking skills and habits of mind are absent • Conclusions are lacking, absent or unclear 	<ul style="list-style-type: none"> • Expression of almost all ideas in the presentation is unclear • The presentation demonstrate little focus and lacks a thesis • Presentation demonstrates little or no evidence of organization • Presentation has multiple mistakes in attention to the details of specific performance conventions.
Score			

Group Activity One



In your group:

- Choose one of the following four examples given in this power point (Stage B – Life Time Line, Stage E – Where It Came From, Stage H – Draw a Coast Line, Stage J – Evaluation of Election Process);
- read the task;
- review the social science rubric and identify the knowledge, reasoning, and communication used in this task. Look at the evaluation procedure (last step) in the assessment;
- evaluate the two student work samples using the rubric; and
- determine which sample meets the criteria and which sample exceeds the criteria.

Life Time Line

Performance Standard 16A.B

Create a personal timeline accordingly:

- *Knowledge*: Know how to place events on a timeline in chronological order.
- *Reasoning*: Identify important/significant events on the timeline.
- *Communication*: Produce a timeline that is well-organized and well-detailed; express all ideas in a way that provides evidence of knowledge and reasoning processes.

Procedures

1. ***In order to understand historical analysis and interpretation (16A)***, students should experience sufficient learning opportunities to develop the following skills:
 - Use timelines to understand the chronology of events.
 - Define the kinds of events that could be placed on a person’s timeline.
 - Place a series of events from a chronology (e.g., student’s life) in their proper places on a timeline.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Students may need to brainstorm the kinds of information that should go on a personal timeline. They may also need to “research” information for their timelines at home.
4. Ask each student to create a personal timeline as follows:
 - Select at least five important lifetime events to include on the timeline and arrange the events in chronological order.
 - Label the events on the timeline.
 - Draw small icons (pictures) to represent each event.
 - Add color (optional).
 - Add a title.
5. Evaluate each student’s work using the Social Science Rubric as follows and add the scores to determine the performance level:
 - *Knowledge*: Events on the timeline were appropriate, complete and correctly placed and labeled.
 - *Reasoning*: Events on the timeline were significant.
 - *Communication*: The timeline was well-organized and well-detailed; the knowledge and reasoning were completely and effectively communicated.

Life Time Line

Examples of Student Work

- Meets
- Exceeds

Time Requirements

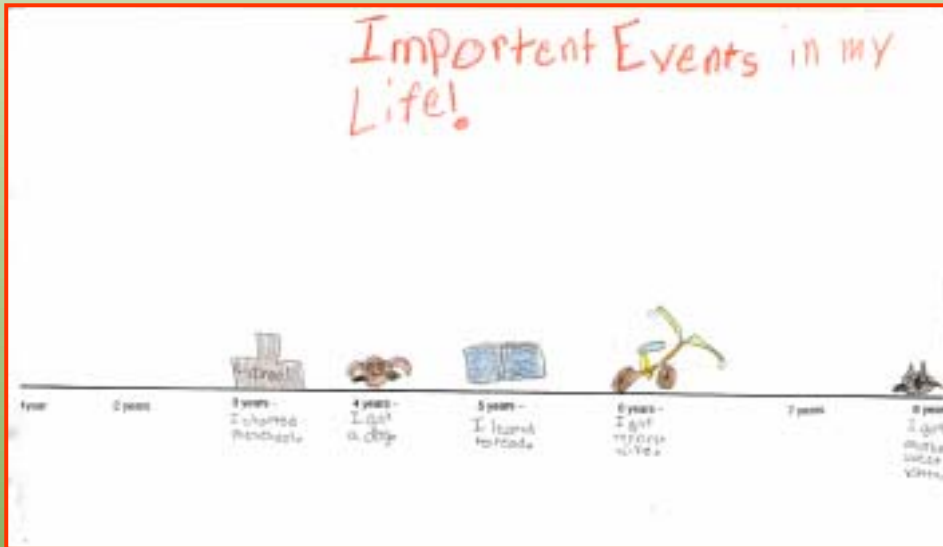
- Two class periods

Resources

- Examples of timelines
- Chart paper for brainstorming
- Diagram of a timeline
- Crayons or markers
- Brainstorm sheet
- Social Science Rubric

Life Time Line

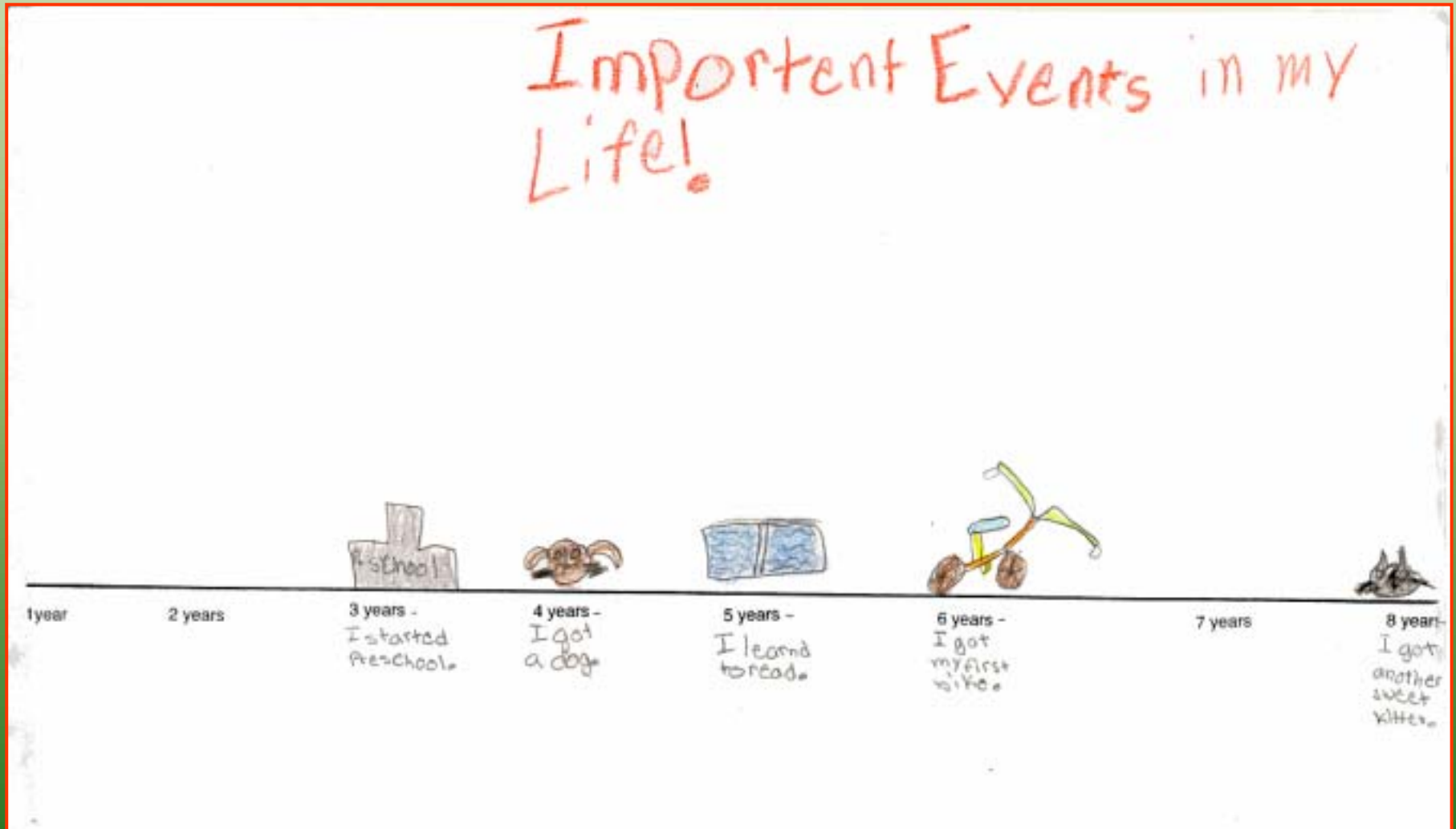
Student Work Samples



Wait until the activity is finished before moving to the next slide.



Life Time Line “Meets”



Life Time Line “Meets”



The field test teachers suggested the following points:

Knowledge

- The events on the timeline are appropriate.
- The events are correctly placed.
- The events were labeled.

Reasoning

- The events were significant.

Communication

- The timeline is organized.
- The communication effectively demonstrated the students understanding of a timeline.

Life Time Line “Exceeds”



Life Time Line “Exceeds”



The field test teachers suggested the following points:

Knowledge

- The events on the timeline are very appropriate.
- The events are correctly placed.
- The events were labeled and details were evident.

Reasoning

- The events were significant.
- The events show some connection with each other.

Communication

- The timeline is highly organized.
- The communication effectively demonstrated the students understanding of a timeline.

WHERE IT CAME FROM

Performance Standard 15D.E

Survey the classroom and determine the relative number of items produced in the United States and produced in other nations accordingly:

- *Knowledge*: identify products that were made in other countries as well as in the United States;
- *Reasoning*: analyze what would change if the United States did not trade with other nations; and
- *Communication*: write a prediction that is well-organized and well-detailed; express all ideas in a way that provides evidence of knowledge and reasoning processes.

Procedures

1. *In order to understand trade as an exchange of goods or services (15D)*, students should experience sufficient learning opportunities to develop the following:
 - Predict how people’s lives would be different if they did not trade with others for goods and services they use.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Students need to be taught about trade between the United States and other nations. Students need to be taught that trade results in greater variety and lower price for the consumer. To the extent that needed information is available on items themselves, students should label most things in the classroom including student outer clothing and footwear with a “Post It” type note that states the name of the nation that produced the item.
4. Each student will tabulate the number of products from each nation represented from the “Post It” activity.
5. Have the students develop a pie chart from the information.
6. Have students predict how his or her life would be different if there were not trade with others for goods and services.
7. Evaluate each student’s work using the Social Science Rubric as follows and add the scores to determine the performance level:
 - *Knowledge*: the identification of product and the countries they came from is complete and accurate.
 - *Reasoning*: the analysis in the prediction, demonstrates in a logical and well-reasoned manner awareness that while common items might not disappear, there would be less variety and higher prices.
 - *Communication*: the writing is well-organized and well-detailed; the knowledge and reasoning were completely and effectively communicated.

WHERE IT CAME FROM

Examples of Student Work

- Meets
- Exceeds

Time Requirements

- One 50-minute period

Resources

- Information on the nation of origin for most items in the classroom.
- Social Science Rubric

WHERE IT CAME FROM

Student Work Samples

If there was no Trade

This is how my life would be different if there was no trade. This is one of the problems with the food. Many of the goods we eat are from other countries. So if there was no trade we wouldn't get all the nutrients and other food we need. This would be the problems with the job. Since we trade so many things we depend on it. So people working would have to work harder and more hours. So people would be stressed. Products will cost more money so people would not buy things so that could lead to a depression. This is why it would be hard to live without trade.



This is how and why my life would be different if there was no trade between other countries. First, we would have less food if our country doesn't have trade between other countries. Second, it would not have a chance to experience new things from other countries. Lastly, supplies would cost more money in the USA if there was no trade between the countries. In conclusion, this is how and why my life would be different if there was no trade between other countries.

Coffee - made in China
 Jacket - made in China
 Keyboard - USA
 Shoes - Made in USA
 Socks - Made in USA
 Storage box - Made in USA
 Minute Minder - Made in Mexico
 Toy car - Made in Japan
 Calculator - Made in China

China	11/4	4/10	40%
Japan	2	1/10	10%
USA	11/4	4/10	40%
Mexico	1	1/10	10%
			100%

Wait until the activity is finished before moving to the next slide.

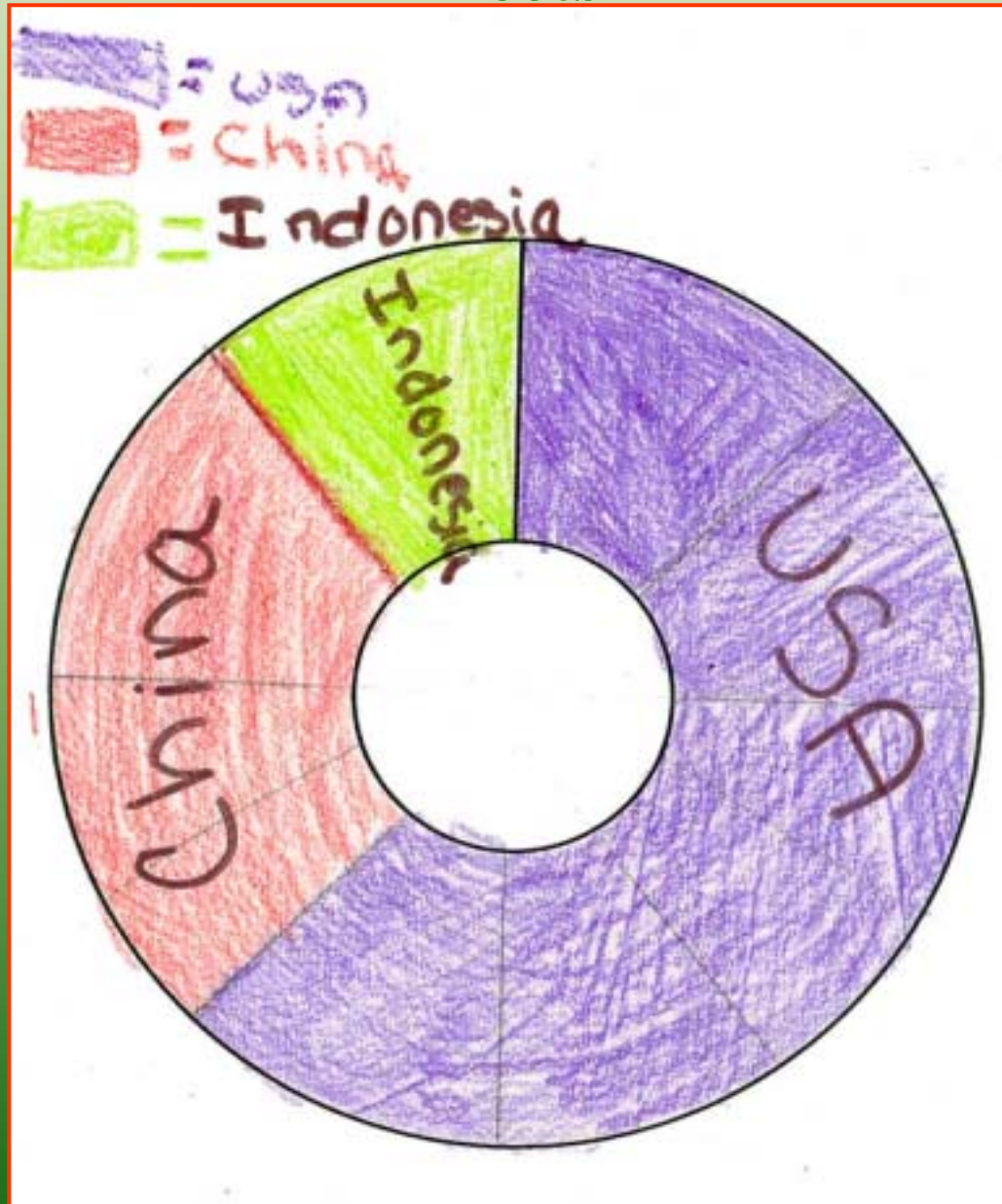
WHERE IT CAME FROM

“Meets”

if there was
no Trade

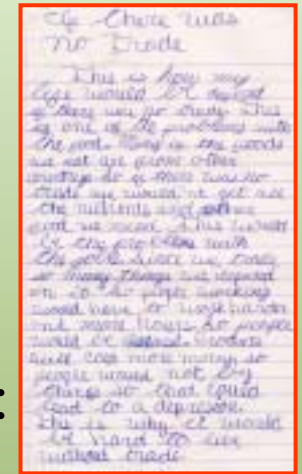
This is how my life would be different if there was no trade. This is one of the problems with the food. Many of the goods we eat are from other countries. So if there was no trade we wouldn't get all the nutrients and other food we need. This would be the problems with the jobs. Since we trade so many things we depend on it. So people working would have to work harder and more hours. So people would be stressed. Products will cost more money, so people would not buy things so that could lead to a depression. This is why it would be hard to live without trade.

WHERE IT CAME FROM “Meets”





WHERE IT CAME FROM “Meets”



The field test teachers suggested the following points:

Knowledge

- The identification of the products is not complete. It is a graphic representation only and does not identify what products are from each of the countries.
- The identification of the country of origin has details missing.

Reasoning

- The analysis shows that items would still be available.
- The work only briefly alludes to the idea that a smaller variety of items might be available.
- The work predicts that prices could be higher.
- There is some confusion between jobs and products.

Communication

- The writing is organized.
- A few details do not support the information.

WHERE IT CAME FROM

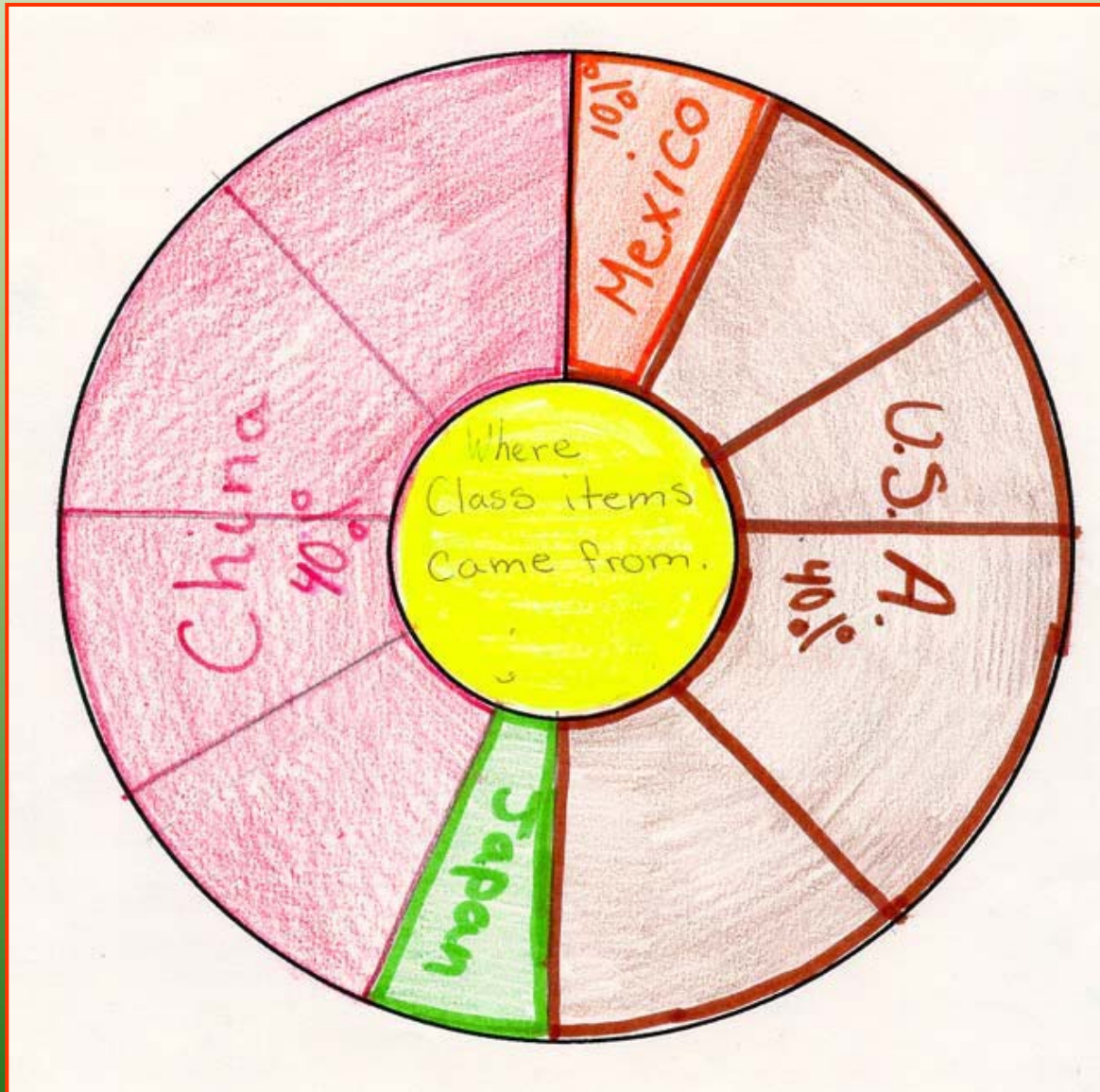
“Exceeds”

This is how and why my life would be different if there was no trade between other countries. First, we would have less food if our country doesn't have trade between other countries. Second, I would not have a chance to experience new things from other countries. Lastly, supplies would cost more money in the U.S.A if there was no trade between the countries. In conclusion this is how and why my life would be different if there was no trade between other countries.

Coffee mug - made in China
Jacket - made in China
Elmer's Glue - Made in USA
Smackers - Made in USA
Storage Box - Made in USA
Minute Miser - Made in Mexico
Over Head - Made in Japan
Calculator - Made in China

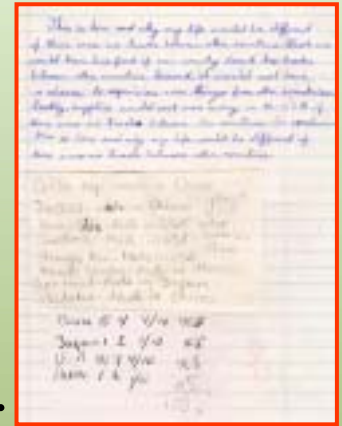
China	4	4/10	40%
Japan	1	1/10	10%
USA	4	4/10	40%
Mexico	1	1/10	10%
			100%

WHERE IT CAME FROM “Exceeds”





WHERE IT CAME FROM “Exceeds”



The field test teachers suggested the following points:

Knowledge

- The identification of the products is complete and accurate.
- The identification of the country of origin is complete and accurate.
- The graphic representation matches the items identified.

Reasoning

- The analysis shows that items would still be available.
- The work describes that a smaller variety of items would be available.
- The work predicts that prices could be higher.

Communication

- The writing is well-organized.
- Details support the information.

DRAW A COASTLINE

Performance Standard 17A.H

Draw a map with a 100-mile northeast-southwest oriented coastline accordingly:

- *Knowledge*: identify, draw and label 10 geographical features (i.e., bay, harbor, peninsula, coastal plain, river that empties into the sea, off-shore island, directional indicator, isthmus, linear scale, delta, and mountain range)
- *Reasoning*: identify and logically organize the map using mental maps and concepts of scale, distance, and direction, and
- *Communication*: produce a map that is well-organized and well-detailed; express all ideas in a way that provides evidence of knowledge and reasoning processes.

DRAW A COASTLINE

Procedures

1. **In order to locate, describe and explain places, regions and features on the Earth (17A)**, students should experience sufficient learning opportunities to develop the following skills:

- Translate a mental map into a sketch form to illustrate relative location of, size and distances between geographic features (e.g., cities, mountains, rivers),
- Demonstrate understanding of how to display spatial information by constructing maps, graphs, diagrams, and charts that show such information (e.g., choropleth maps, climographs, population pyramids), and
- Use cardinal and intermediate directions, map scale, map symbols, and distance.

2. Provide each student with a copy of the “Draw a Coastline” task sheet. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work. Students should rely on their mental maps of the size, shape and configuration of the physical landform features identified to construct an accurate map. Students should also use their knowledge of essential map elements to orient and position the different physical landform features on the map.

DRAW A COASTLINE

Procedures

3. Provide each student a copy of the “Draw a Coastline” task sheet. Ask students to design, draw, and label a 100 mile northeast-southwest oriented coastline that contains the following:

- | | |
|---|--|
| <ul style="list-style-type: none">•directional indicator•linear scale•bay•harbor•peninsula•coastal plain | <ul style="list-style-type: none">•river that empties into the sea•mountain range parallel to the coast but 50 miles inland•off-shore island•Isthmus•delta |
|---|--|

DRAW A COASTLINE

Procedures

Evaluate each student's work using the Social Studies rubric as follows and add the scores to determine the performance level:

- *Knowledge*: configuration and arrangement of the physical landform features and the distance, direction, and scale were thoroughly and correctly identified,
- *Reasoning*: map was logically organized and applications of mental maps and concepts of scale, distance, and direction were appropriate and correct, and
- *Communication*: the map was well organized and well detailed; the knowledge and reasoning were communicated completely and effectively in the map.

DRAW A COASTLINE

Examples of student work

- Meets
- Exceeds

Time Requirements

- 45 minutes

Resources

- Copies of “Draw A Coastline task sheet.
- Social Science RUBRIC

DRAW A COASTLINE

Student Work Samples

DRAW A COASTLINE

Within the boundary of the area below, design, draw, and label a 100 mile northeast-southwest oriented coastline that contains the following:

✓ a bay	✓ an offshore island
✓ a harbor	✓ a directional indicator
✓ a peninsula	✓ an isthmus
✓ a coastal plain	✓ a linear scale
✓ a river that empties into the sea	✓ a delta
✓ a mountain range parallel to the coast but 50 miles inland	

A hand-drawn map showing a coastline oriented northeast-southwest. The map includes a bay at the bottom left, a harbor, a peninsula, a coastal plain, a river with a delta, and a mountain range parallel to the coast. A compass rose and a linear scale are also present.

DRAW A COASTLINE

Within the boundary of the area below, design, draw, and label a 100 mile northeast-southwest oriented coastline that contains the following:

✓ a bay	✓ an off-shore island
✓ a harbor	✓ a directional indicator
✓ a peninsula	✓ an isthmus
✓ a coastal plain	✓ a linear scale
✓ a river that empties into the sea	✓ a delta
✓ a mountain range parallel to the coast but 50 miles inland	

A hand-drawn map showing a coastline oriented northeast-southwest. The map includes a bay, a harbor, a peninsula, a coastal plain, a river with a delta, and a mountain range parallel to the coast. A compass rose and a linear scale are also present.

Wait until the activity is finished before moving to the next slide.

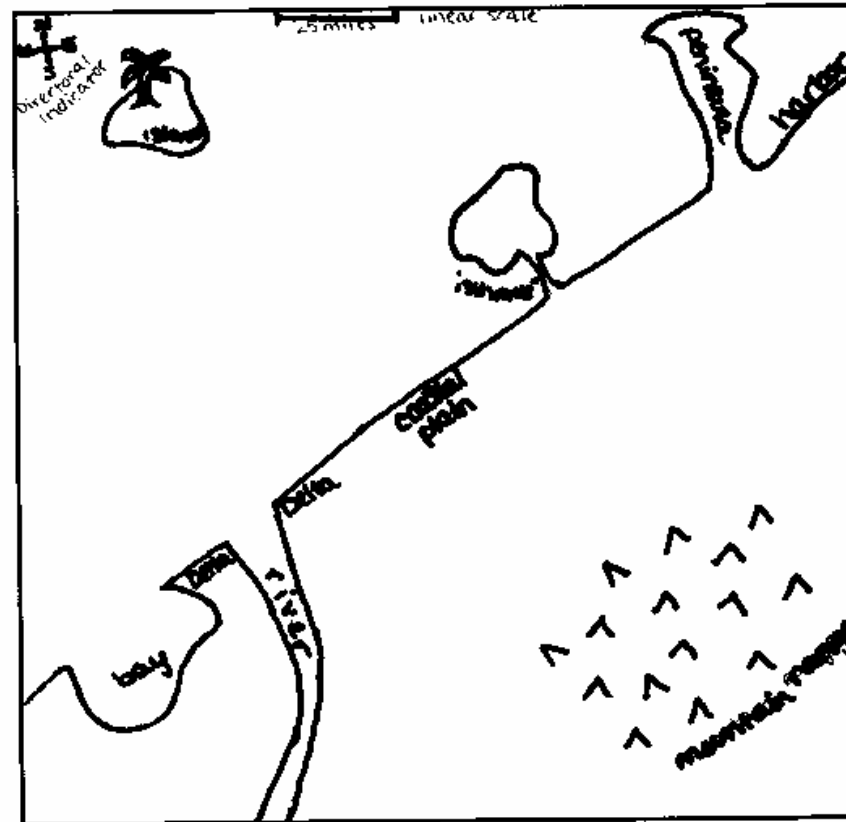
DRAW A COASTLINE

“Meets”

DRAW A COASTLINE

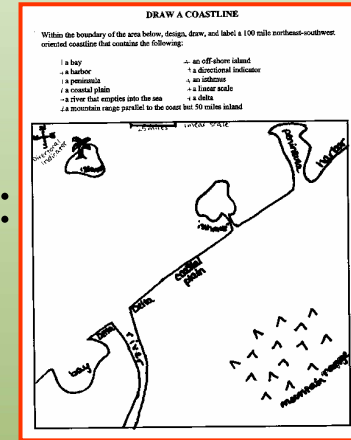
Within the boundary of the area below, design, draw, and label a 100 mile northeast-southwest oriented coastline that contains the following:

- | a bay
- + a harbor
- | a peninsula
- / a coastal plain
- a river that empties into the sea
- + a mountain range parallel to the coast but 50 miles inland
- + an off-shore island
- + a directional indicator
- + an isthmus
- + a linear scale
- + a delta



DRAW A COASTLINE

“Meets”



The field test teachers suggested the following points:

Knowledge

- All items are on the map.
- The map is not as easy to read as the exceeds map. (The Delta is not labeled in the river).
- It is more difficult to identify the items.

Reasoning

- The mental image the student has about the items placed on the map demonstrates problem solving.
- The map shows the perspective necessary for the items but not to the highest level.

Communication

- Details are not as easy to see as the exceeds map.
- The map is not as organized as the exceeds map.

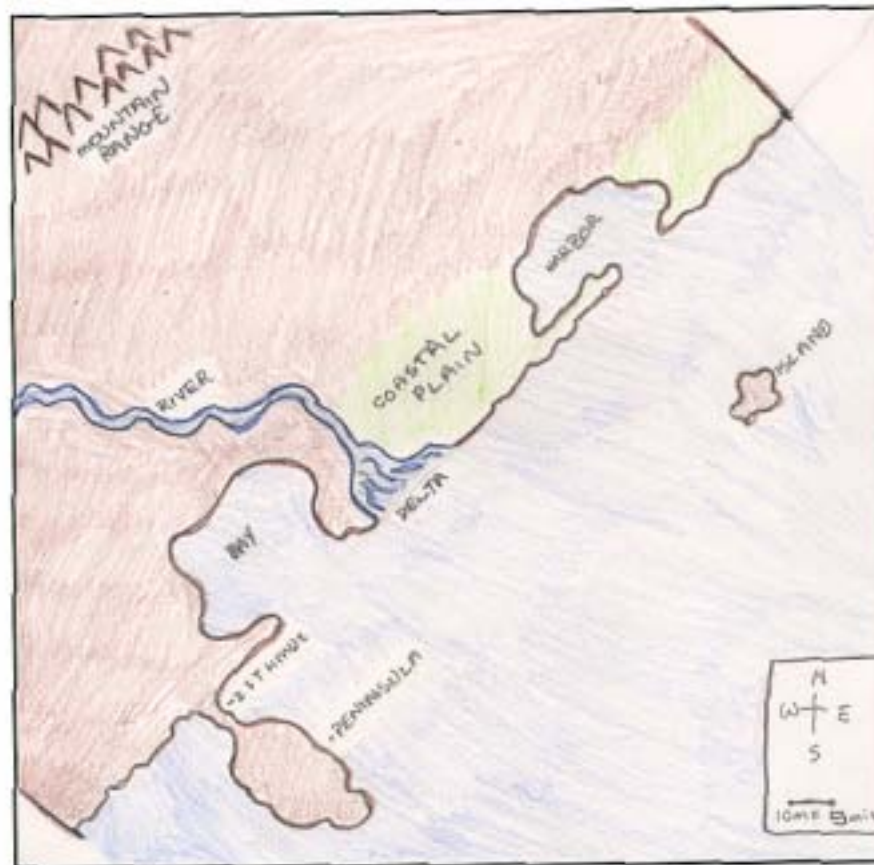
DRAW A COASTLINE

“Exceeds”

DRAW A COASTLINE

Within the boundary of the area below, design, draw, and label a 100 mile northeast-southwest oriented coastline that contains the following:

- ✓ a bay
- ✓ a harbor
- ✓ a peninsula
- ✓ a coastal plain
- ✓ a river that empties into the sea
- ✓ a mountain range parallel to the coast but 50 miles inland
- ✓ an off-shore island
- ✓ a directional indicator
- ✓ an isthmus
- ✓ a linear scale
- ✓ a delta



DRAW A COASTLINE

“Exceeds”

This was not an exceptionally difficult task for 8th graders according to the field test teachers. It is a review of concepts learned in the 7th grade.



The field test teachers suggested the following points:

Knowledge

- All items are on the map.
- The map is easy to read and items can be identified.

Reasoning

- The mental image the student has about the items placed on the map demonstrates a high degree of problem solving.
- The map shows the perspective necessary for the items.

Communication

- Details are easy to see. The Delta looks like a delta.
- The organization of the map helps to show the knowledge and reasoning levels.

EVALUATION OF ELECTION PROCESS

Performance Standard 14C.J

Create a political cartoon presenting a particular point of view regarding the presidential election procedure accordingly.

- *Knowledge*: identify key issues that could illustrate a strength or weakness of the Electoral College, the campaign of 2000, campaign financing, or other elements of an election particularly focusing on the election of 2000;
- *Reasoning*: show an opinion regarding recounts, dangling chads, or other irregularities of the election; and
- *Communication*: create a political cartoon that is organized and detailed; express all ideas in a way that provides evidence of knowledge and reasoning processes.

Procedures

In order to understand election processes and responsibilities of citizens (14C), students should experience sufficient learning opportunities to develop the following:

- Evaluate the strengths and weaknesses of the election process within a specific level of government and suggest changes that will improve the election.
1. Have students review and discuss the following assessment task and how the rubric will be used to evaluate their work.
 2. Guide the students through the elements of a political cartoon using the attached form. Through examples and modeling provided by the instructor, students will identify the elements of a political cartoon.
 3. Have students examine the various elements and/or controversies regarding Presidential elections and in particular the election of 2000.
 4. Have students create a political cartoon presenting a point of view regarding one of the controversies or elements of Presidential elections.
 5. Evaluate each student's work using the Social Science Rubric as follows and add the scores to determine the performance level:
 - *Knowledge*: the identification of key issues and appropriate elements of a political cartoon is complete and accurate.
 - *Reasoning*: the point of view expressed concerning an issue of the election is logical and well-reasoned.
 - *Communication*: the cartoon is well-organized and well-detailed; the knowledge and reasoning were completely and effectively communicated.

Evaluation of Election Process

Examples of Student Work

- Meets
- Exceeds

Time Requirements

- One fifty-minute class period to draw cartoon

Resources

- A variety of political cartoons
- Resources regarding the presidential election of 2000
- Pencils for drawing
- Paper (8 1/2 x 11 unlined)
- Social Science Rubric

Evaluation of Election Process

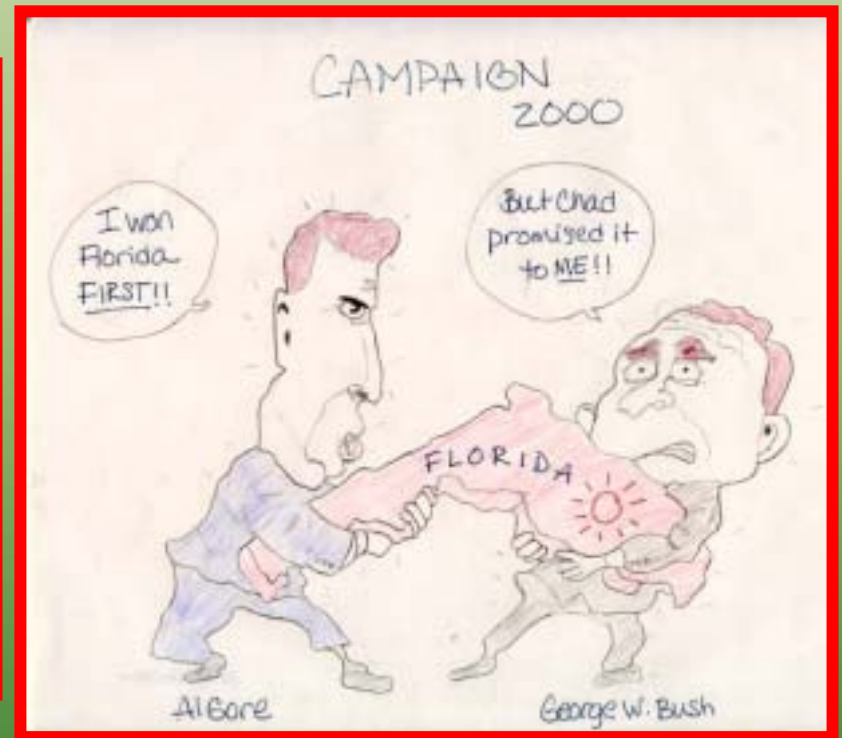
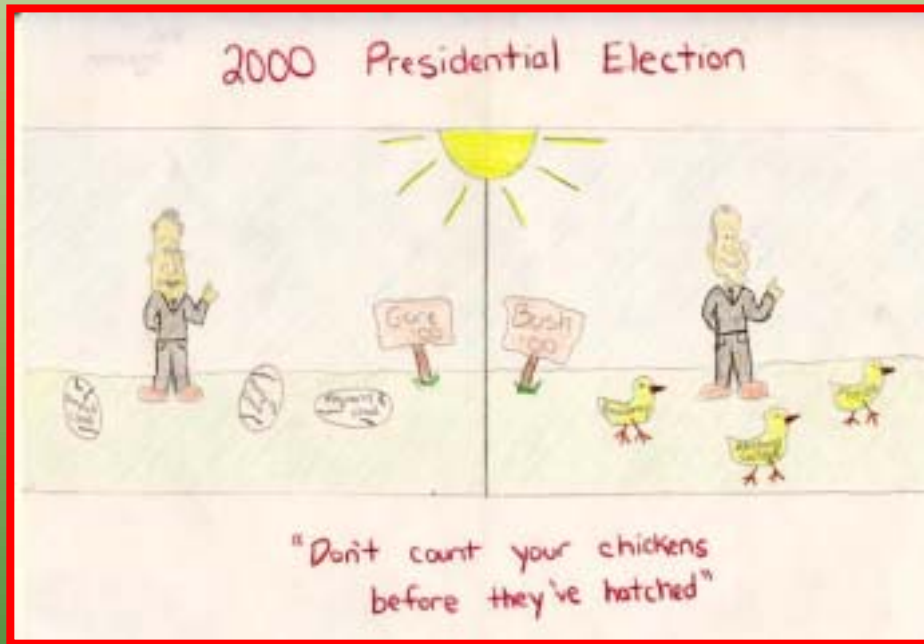
student resource

Elements of a Political Cartoon

1. Editorial – It states an opinion.
2. Characters – It portrays a real person. (Some cartoons do not)
3. Symbol – It contains something that stands for something else.
4. Label – It contains an identifying word or icon.
5. Caption – It contains words that add meaning.

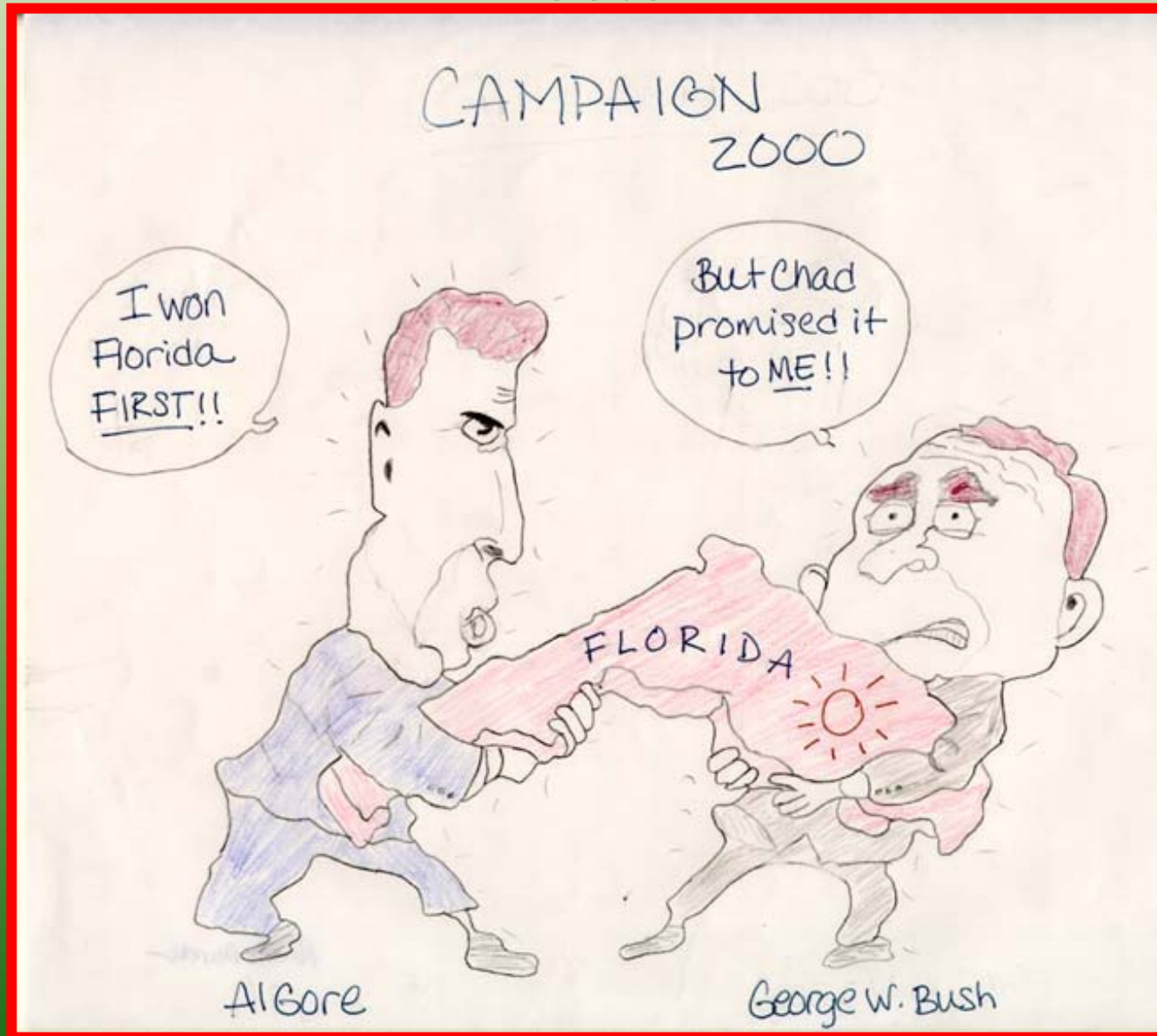
Evaluation of Election Process

Student Work Samples



Wait until the activity is finished before moving to the next slide.

Evaluation of Election Process “Meets”



Evaluation of Election Process

“Meets”



The field test teachers suggested the following points:

Knowledge:

- The cartoon states an opinion.
- Details are included for the election of 2000 but they do not show the level of understanding concerning the significant details.

Reasoning:

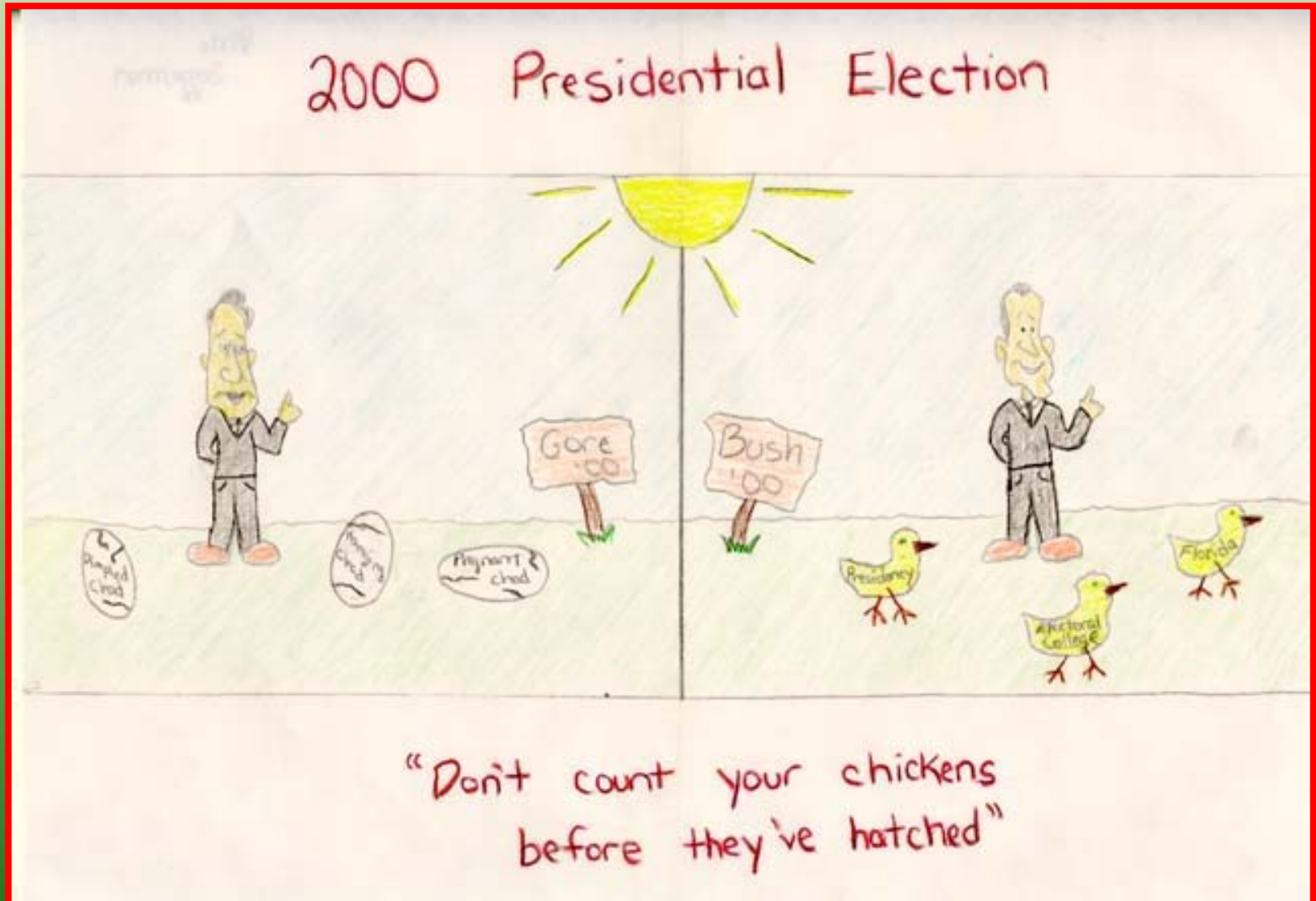
- The information has a logical organization.
- There is a critical thinking level observed; however, it stopped short because it is more difficult to understand details. (synthesis, evaluation)
- The cartoon states an opinion which is based on facts.

Communication:

- The ideas are expressed in a way to show the knowledge and reasoning.
- The elements of a political cartoon are complete.
- It focused on the main idea but does not get to the supporting items.

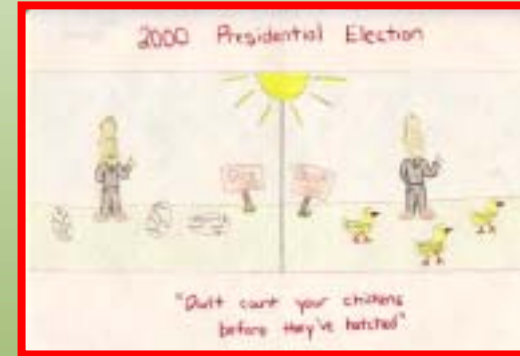
Evaluation of Election Process

“Exceeds”



Evaluation of Election Process

“Exceeds”



The field test teachers suggested the following points:

Knowledge:

- The cartoon states an opinion.
- The significant details are included for the election of 2000.

Reasoning:

- The information has a logical organization.
- Critical thinking was more evident in this cartoon than in the meets sample.
- The cartoon states an opinion which is based on facts.

Communication:

- The ideas are expressed in a way that shows the knowledge and reasoning.
- The elements of a political cartoon are complete and well done.
- It focused on the main idea and has supporting items.

Should You Try This At Home?

Group Activity Two

- Organize a group of teachers who are teaching the same grade level or same content.
- Choose one of the assessments from the CD or web-site and review it carefully.
- Become familiar with the RUBRIC and see if you can use it to score the student work samples given in the assessment. Do this without knowing which one is *meets* and which one *exceeds*.
- All of teachers in the group should teach the lesson and give the same assessment.
- The teachers should bring their student work from the assessment to a meeting and practice scoring each other's work. Compare your scores to the scores of the other teachers in the group. See if you have the same score and similar reasons why the group came up with this score.
- Keep practicing until everyone can use the RUBRIC consistently and accurately.



Resources for Group Activity Two

- Social Science RUBRIC and rationale
- An appropriate assessment at the grade level.
- Sample student work with the assessment
- “Keys to Successful Use of Classroom Assessments”
- Resources are found on www.isbe.net
- Your own students’ work



If you have questions or ideas about the Classroom Assessments or Performance Descriptors please call:

- Illinois State Board of Education
- Curriculum and Instruction
- 217/557-7323

