Social Studies Performance Assessment Template[[1]](#footnote-1)

Performance assessments are a vital component of a local comprehensive assessment system. Performance assessments are any learning activity, investigation or task that asks students to *perform,* to demonstrate their knowledge, understanding, and proficiency level. Performance assessments yield a tangible product and/or performance that serve as evidence of learning. A performance assessment presents a situation that calls for learners to apply their learning in context.

A performance assessment could be student or teacher designed. Below is a template that can be used to construct performance assessments for social studies. The purpose of this template is to provide a structure for designing performance assessments using the tenets of backwards design, always keeping goals for student learning in mind.

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| **Introduction/Overview** |
| **Title:**  **Content Areas(s):**  **Grade/Course:**  **Standards/Proficiencies Assessed** (Academic and Transferable Skills)**:**  **Performance Assessment Description:**    **Estimated Time for Teaching and Assessment:**  ☐ Approximately \_\_\_\_\_ |

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| **Assessment Plan** |
| **Compelling Question** *(Sets a frame for inquiry):* |
| **Supporting Questions***(Supports and extends the compelling question):* |
| **Learning Targets***(Knowledge, Understanding, and Skills):* |
| **What lesson sequence will lead up to this performance assessment?** |
| **Resources and Materials** *(texts, graphic organizers, and links for task implementation):* |
| **Assessment Tools** *(rubrics, checklists, rating scales, benchmarks of exemplary work etc.):* |
| **OR** Teachers may choose to use the [C3 Inquiry Design Model Template](http://www.c3teachers.org/inquiry-design-model/). |

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| **Instructional Strategies** |
| **Strategies for Equity** *(Instructional approaches that respond to individual student needs and strengths to maximize equitable student learning and success.)*   * Asking questions about, “Who tells the stories? Who doesn’t tell the stories? Who is in the stories? Who isn’t in the stories? Who benefits from the stories?” and considering how stories told by the victors are perceived as “correct.” See [Jodi Kantor’s visual](https://drive.google.com/file/d/1ZYx-Fv6Q7hbVIcQJQ9xMlOD1LrxzfF8-/view?usp=sharing). * Analyze assessment materials for bias. * Clear learning targets at the start of the assessment. * Allow for different ways for students to provide evidence of learning. * Consider the impact of students publicly sharing their work. * Ensure equitable access to materials and resources.   **Equity Focus Strategy: Differentiation** *(Instructional approaches that respond to individual student needs and strengths to maximize student learning and success.)*   * Identify student readiness and learning differences and modify instruction to meet varying needs of students. * Present instruction/resources verbally and visually. * Adapt tools and materials for access and use by all students. * Adjust or set individual timelines and goals. * Provide various means for students who struggle with language to communicate their ideas or questions. * Provide some students with more complexity and others with more scaffolding, depending on their readiness levels. * Provide varying means through which students can express what they have learned. * Encourage students to explore various subtopics of a larger topic or issue. * Have students work in groups with defined jobs, allowing students to share thoughts/opinions through writing and verbalization.   Adapted from: Fountain, H. (2014). [*Differentiated Instruction in Art*](https://www.davisart.com/Products/121-3/differentiated-instruction-in-art.aspx). Worcester, MA: Davis.  [SWIFT UDL](http://guide.swiftschools.org/resource/130/five-steps-to-get-started-using-udl) |
| **Possible Student Misconceptions:** |

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| **Teacher Reflections** |
| **Reflection Questions**   * *What parts of the process worked well?* * *What needs adjusting?* * *Looking at evidence of student work, what strengths and weaknesses did you identify?* * *What are your next steps for addressing these areas?* |

1. Based on the National Coalition for Core Arts Standards [Model Cornerstone Assessment](https://drive.google.com/file/d/1v-Ys2NZxJx9xQQJnR-GqQMqtfhQ_BggT/view?usp=sharing) template as well as previous work of the Agency. [↑](#footnote-ref-1)