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**Pennsylvania Department of Education**

**Assessment Literacy**

**Participant Materials Module 3**

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| **After Slide 1:**  Use the following Compare/Contrast chart and the PowerPoint Handout to preview learning about scoring keys and scoring rubrics found in this module. Provide definitions and characteristics.   |  |  |  | | --- | --- | --- | | **Compare/Contrast Module 3: Scoring** | | | |  | *Scoring Key* | *Scoring Rubric* | | Definition  Slides  9/15 |  |  | | Characteristics  Slides  9,12/15-16 |  |  | |

**ELA GRADES 4–8 TEXT DEPENDENT ANALYSIS SCORING GUIDELINES**

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| **Score Point** | **Description** |
| **4** | * Effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text(s) * Effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) * Strong organizational structure that effectively supports the focus and ideas * Thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas and inferences * Substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions * Substantial reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose * Skillful use of transitions to link ideas * Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events * Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning |
| **3**  **DRAFT** | * Adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text(s) * Clear introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) * Appropriate organizational structure that adequately supports the focus and ideas * Clear analysis of explicit and implicit meanings from text(s) to support claims, opinions, ideas, and inferences * Sufficient, accurate, and direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions * Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose * Appropriate use of transitions to link ideas * Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events * Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning |
| **2** | * Inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text(s) * Weak introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s) * Weak organizational structure that inconsistently supports the focus and ideas * Weak or inconsistent analysis of explicit and/or implicit meanings from text(s) that somewhat supports claims, opinions, ideas, and inferences * Vague reference to the text(s) using some details, examples, quotes, facts, and/or definitions * Weak reference to the main idea(s) and relevant details of the text(s) to support the writer’s purpose * Inconsistent use of transitions to link ideas * Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events * Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning |
| **1** | * Minimally addresses part(s) of the task demonstrating inadequate analytic understanding of the text(s) * Minimal evidence of an introduction, development, and/or conclusion * Minimal evidence of an organizational structure * Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas, and inferences * Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions * Minimal reference to the main idea(s) and/or relevant details of the text(s) * Few, if any, transitions to link ideas * Little or no use of precise language or domain-specific vocabulary drawn from the text(s) * Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning |

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| **After Slide 24**  Using the “Guidelines for Selecting and Describing Criteria Performance,” critique the following holistic rubric.  Selecting Criteria   * Choose criteria that assess intended learning outcomes of the standards/instructional goals.   + Appropriate   + Definable   + Observable   + Distinct from one another   + Complete   + Able to support description s along a continuum of quality   Describing Criteria Performance   * Describe a continuum of levels of performance quality for each criterion.   + Describe what is observed   + Clear   + Cover the whole range of performance   + Distinguish among levels   + Center the target performance (acceptable, mastery, passing) at the appropriate level   + Feature parallel descriptions from level to level * Avoid odd numbers of criteria descriptor levels. * Identify and describe the Proficient Level first. * Describe student performance in terms that allow for many different paths to success.  |  |  |  | | --- | --- | --- | | ***Score*** | ***Oral Presentation Holistic Rubric*** | ***Critique*** | | 4 | * The topic is addressed clearly * Speech is loud enough and easy to understand * Good eye contact * Visual aid is used effectively * Well organized |  | | 3 | * The topic is addressed adequately * Speech has appropriate volume * Eye contact is intermittent * Visual aid helps presentation * Good organization | | 2 | * The topic is addressed adequately * Speech volume is not consistent * Student reads notes-erratic eye contact * Visual aid does not enhance speech * Organization falters occasionally | | 1 | * The topic needs more explanation * Speech is difficult to understand at times * Lack of adequate eye contact * Poor visual aid-does not contribute to understanding * Lack of organization | | 0 | * The topic is not addressed * Speech cannot be heard or understood * No eye contact-reads entire speech * No visual aid * No evidence of organization | |

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| **After Slide 25**  Using the top-down approach for designing rubrics, adapt the following oral presentation holistic rubric to become a visual presentation (poster, PowerPoint , YouTube, science fair project, etc.) rubric. (If the rubric was critiqued after Slide 24, consider correcting flaws when adapting the statements for the visual presentation rubric. Otherwise, disregard the flaws.)   |  |  |  | | --- | --- | --- | | ***Score*** | ***Oral Presentation Holistic Rubric*** | ***Visual Presentation Holistic Rubric*** | | 4 | * The topic is addressed clearly * Speech is loud enough and easy to understand * Good eye contact * Visual aid is used effectively * Well organized |  | | 3 | * The topic is addressed adequately * Speech has appropriate volume * Eye contact is intermittent * Visual aid helps presentation * Good organization |  | | 2 | * The topic is addressed adequately * Speech volume is not consistent * Student reads notes-erratic eye contact * Visual aid does not enhance speech * Organization falters occasionally |  | | 1 | * The topic needs more explanation * Speech is difficult to understand at times * Lack of adequate eye contact * Poor visual aid-does not contribute to understanding * Lack of organization |  | | 0 | * The topic is not addressed * Speech cannot be heard or understood * No eye contact-reads entire speech * No visual aid * No evidence of organization |  | |

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| **After Slide 26**  (This task requires that the two previous tasks for slides 24 and 25 have been completed.)  1. Create a task statement that would be appropriate for the Visual Presentation Holistic Rubric that was adapted after Slide 25. Be sure to consider a standard/grade level that this task is assessing.   |  | | --- | | Task Statement: |   2. Using the Quality Assurance Checklist (Handout 3.1.2, Slide 26), provide a review statement for each of the task criteria based on the Visual Presentation Holistic Rubric that was adapted and the Task Statement that was created.  **3.1.2 Scoring Rubric: QA Checklist**   |  |  | | --- | --- | | **Targeted Content Standards** | Does the rubric reflect a performance continuum?  Review Statement: | | **Developmentally Appropriate** | Is the rubric clear and concise?  Review Statement: | | **Aligned to Task** | Does the rubric provide all dimensions (components) of the task?  Review Statement: | | **Criteria** | Does the rubric include expectations for a “fully correct” response?  Review Statement: | | **Potential Bias** | Does the rubric omit non-cognitive attributes (e.g., motivation, timeliness)?  Review Statement: | | **Editing** | Have editorial correctness and Universal Design principles been applied?  Review Statement: | |

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| **After Slide 29:**  Improve the following multiple response choices based on the selected response scoring guidelines presented in Slide 29. *(As a follow-up to module 2, it would be appropriate to improve the item stems as well!)*  *(The questions come from an online “American Trivia” source,* [*http://www.triviacountry.com/M1-Multiple-Choice-Trivia-Questions.htm*](http://www.triviacountry.com/M1-Multiple-Choice-Trivia-Questions.htm) *, so are not intended to be linked to any specific standards or grade levels. )*  1. In the year 1900 in the U.S. what were the most popular first names given to boy and girl babies? A. William and Elizabeth B. Joseph & Catherine C. **John and Mary** D. George/Anne  2. When did the Liberty Bell get its name? A. when it was made, in 1701 B. when it rang on July 4, 1776 C. **in the 19th century, when it became a symbol of the abolition of slavery** D. none of the above  3. In 1985, five percent of U.S. households had telephone answering machines. By 1990 what percentage of homes had answering machines? A. 15 percent B. 10 percent C. **31 percent** D. 51 percent  4. Which of these characters turned 40 years old in 1990? A. **Charlie Brown** B. Bugs Bunny C. Mickey Mouse D. Goofy  5. Before becoming George Bush's Secretary of Defense, what was Dick Cheney's position? **A. congressman from Wyoming** B. governor of New Hampshire C. secretary of defense under Ronald Reagan  *This set comes from* [*http://cft.vanderbilt.edu/guides-sub-pages/writing-good-multiple-choice-test-questions/#alternative*](http://cft.vanderbilt.edu/guides-sub-pages/writing-good-multiple-choice-test-questions/#alternative)*.*  6. Who gathered the data that helped reveal the structure of DNA?  A. Francis Crick  B. George Washington  C. James Watson  D. Rosalind Franklin  E. Snoopy  7. How many chromosomes are found in a typical human cell?  A. 12  B. 18  C. 32  D. 46  E. 54  8. Who received a Nobel Prize for discovering the structure of DNA?  A. Francis Crick D. A and B  B. James Watson E. B and C  C. Rosalind Franklin F. A and C |

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| **After Slide 38**  Complete the following charts, citing advantages/disadvantages for using a Holistic vs. an Analytic rubric for each of the following items type.   |  |  |  | | --- | --- | --- | |  | Advantages | Disadvantages | | Holistic | 1. Scoring is faster than with analytic rubrics. 2. Requires less time to achieve inter-rater reliability. 3. Good for summative assessment | 1. Single overall score does not communicate information about what to do to improve. 2. Not good for formative assessment. | | Analytic | 1. Gives diagnostic information to teacher. 2. Gives formative feedback to students. 3. Easier to link to instruction than holistic rubrics. 4. Good for formative assessment; adaptable for summative assessment; if you need an overall score for grading, you can combine the scores. | 1. Takes more time to score than holistic rubrics. 2. Takes more time to achieve inter-rater reliability than with holistic rubrics. |  |  |  |  | | --- | --- | --- | | Item Type:  SCR Stand-Alone | Advantages | Disadvantages | | Holistic |  |  | | Analytic |  |  |  |  |  |  | | --- | --- | --- | | Item Type:  SCR Passage-Based | Advantages | Disadvantages | | Holistic |  |  | | Analytic |  |  |  |  |  |  | | --- | --- | --- | | Item Type:  ECR Stand-Alone | Advantages | Disadvantages | | Holistic |  |  | | Analytic |  |  |  |  |  |  | | --- | --- | --- | | Item Type:  ECR-TDA | Advantages | Disadvantages | | Holistic |  |  | | Analytic |  |  |  |  |  |  | | --- | --- | --- | | Item Type:  Performance Task | Advantages | Disadvantages | | Holistic |  |  | | Analytic |  |  | |
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| **After Slide 48**  How might you adapt and complete a scoring guide for the following question(s) provided in “matching” format?  Several inventions of historical significance are listed in Column I. For each question, select the name in Column II which is associated with that invention. Record your choice on the line preceding the question number. Remember that an answer may be used only one time.   |  |  | | --- | --- | | Column I  \_\_\_\_ 1.  airplane \_\_\_\_ 2.  steamboat \_\_\_\_ 3.  automobile \_\_\_\_ 4.  radio \_\_\_\_ 5.  iron stoves \_\_\_\_ 6.  television | Column II  a. John Baird b. Sir Frederick Banting c. Henry Ford d. Benjamin Franklin e. Robert Fulton f.  Marchese Marconi g. Orville Wright |   Item Scoring Guide for Scoring Key, Matching Item   |  |  |  |  | | --- | --- | --- | --- | | **Assessment Name** | **Grade/Course** | **Administration** | **Total Possible Points** | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Item #** | **Item Tag** | **Item Type** | **Point Value** | **Answer** | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |

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| **After Slide 56:**  Write statements to score responses to the following prompts, using the rubric chart provided.  Prompts:  1. 4th Grade SCR Stand-alone item. (Consider writing the rubric for each individual question or for all three questions grouped together.)  Question found at <http://www.edteck.com/dbq/eiq/4_ss_crq.pdf>.     |  |  | | --- | --- | | 2 points |  | | 1 point |  | | 0 points |  |   2. 8th Grade SCR Passage-based item.  Passage found at <http://www.nationsreportcard.gov/reading_2007/r0040.aspx>.  **Kid Fights Cheater Meters and Wins!** The true story of a girl with a stopwatch and a bag of nickels who uncovered a local parking scandal and helped change the laws of her state . . .  Ellie Lammer wasn't trying to spark a revolt, she just wanted a haircut. That was in the fall of 1997. Ellie was 11 years old at the time, and she was getting her tresses trimmed in her hometown of Berkeley, California. When Ellie and her mom returned to their car, they found a parking ticket stuck to the windshield. It didn't seem possible: Less than an hour earlier, Ellie had pumped an hour's worth of coins into the meter. But now the needle was at zero, and Ellie's mom owed $20.  Feeling cheated, Ellie dropped another nickel in the meter and twisted the knob. The needle clicked over to the four-minute mark. Ellie stared at her watch while her mom watched the meter. Less than three minutes later, all of the time had expired. There it was: proof that they'd been cheated. The city tore up the ticket when Ellie's mom complained about the meter.  But the experience left Ellie wondering how many other meters were inaccurate. Six months later, she decided to find out. She'd been looking around for a good science-fair project—and that meter in Berkeley still bothered her. So armed with a bag of nickels and a stopwatch, she hit the streets.  Ellie didn't have the time or money to test every meter, so she focused on a sample of 50 meters located in different parts of the city. To avoid inconveniencing motorists, she did her research after 6 P.M. and on Sundays, when the meters were not in use. She put in eight minutes' worth of nickels in each meter, then measured how much time it really gave.  The results were not pretty. Ellie's findings suggested that more than nine out of every ten meters in the city were inaccurate—and that every fourth parking meter was running out of time too quickly. With 3,600 parking meters in the city, that meant a lot of undeserved tickets. As Ellie wrote in her science-project report, "I learned which meters cheat you and which meters cheat the City of Berkeley. But I learned that almost all meters cheat someone, so beware."  When the science fair rolled around, Ellie presented her findings with computer-generated charts and graphs. Her classmates weren't very interested in her project. "It's not like they have to drive a car or put money in a parking meter," she explains. But her project was a huge hit with parents. More than 50 of them lined up that night to share their own parking-meter horror stories with Ellie.  After that, word about Ellie's meter project spread fast. Within a few weeks, Ellie got a call from local politician Diane Woolley. At the time, Berkeley was considering replacing its meters with more accurate digital ones. Ellie shared her findings at city hall, and the politicians were impressed. "We don't get reports this thorough when we pay consultants hundreds of thousands of dollars," one remarked. Based on Ellie's study, they decided to purchase 2,000 new meters.  The California state legislature also decided to crack down on cheater meters. After Ellie presented her findings, they enacted "Lammer's Law," which requires California's 26 counties to test the accuracy of parking meters. Any meter found to be inaccurate must be fixed or dismantled.  California Governor Pete Wilson signed the law on November 1, 1998. At the time, he commented, "Ellie's ingenuity and dedication has earned her the gratitude of those Californians who've dug through their purses and pockets in search of exact change to feed the meters, only to return to find their cars bearing the dreaded green envelope of a parking ticket."  Ellie became a celebrity. She was in newspapers all over the country and featured on local television news during the summer and fall of 1998. CNN did a story about her. She was even a guest on the Late Show with David Letterman. "It was kind of a weird moment of being a celebrity," she says.  Ellie, who's now an eighth-grader at Martin Luther King Middle School, is proud of the work she's done. But she doesn't see meter monitoring as her life's work: "Right now I don't mind being known as the parking-meter girl, but I'm sure that later in life I'll want something different."  © 2000 by Consumers Union of U.S., Inc. Yonkers, NY 10703-1057, a nonprofit organization.  Reprinted with permission from ZILLIONS ® for educational purposes only.  Question: Choose two things Ellie Lammer did and explain what those things tell about her. Use examples from the article to support your answer.   |  |  | | --- | --- | | 2 points |  | | 1 point |  | | 0 points |  |   3. 3rd grade SCR Evidence-based item. PARRC released item  (This item received online commentary regarding its design, that can be found at <http://www.burkinsandyaris.com/parccs-evidence-based-selected-response-ebsr-is-it-complex-or-just-poorly-written/>.      Questions:  Part A: What is one main idea of “How Animals Live?”  Part B: Which detail from the article best supports the answer to Part A?   |  |  | | --- | --- | | 2 points |  | | 1 point |  | | 0 points |  | |

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| **After Slide 66**  Below is a 6th Grade Mathematics ECR item, released from the state of Maryland.  1. Read the item and the holistic rubric that follows.  2. Using the chart at the end of the activity block, consider how this task could be scored using an analytic rubric, and identify a minimum of three criteria that might be included in that rubric. (Review the standards and the task requirements to inform your decision making.)  3. Provide descriptors that define a continuum of quality for student response for one of the criteria you have identified.  The item can be found at:  [**http://mdk12.org/assessments/k\_8/items/cr\_itemprop/msa\_math\_6\_032.html**](http://mdk12.org/assessments/k_8/items/cr_itemprop/msa_math_6_032.html)   |  | | --- | | **Standard 1.0** Knowledge of Algebra, Patterns, and Functions | | **Topic C.** Numeric and Graphic Representations of Relationships | | **Indicator 1.** Locate points on a number line and in a coordinate plane | | **Objective b.** Graph ordered pairs in a coordinate plane.  **Assessment limit:** Use no more than 3 ordered pairs of integers (-20 to 20) or no more than 3 ordered pairs of fractions/mixed numbers with denominators of 2 (-10 to 10) |   Jae made a map of her classroom using a coordinate plane. This table shows the ordered pairs that represent the locations of three students' desks.   |  |  | | --- | --- | | **Student** | **Location of Desk** | | Jae | (0, 1) | | Max | (-6, 1) | | Adela | (-1, -4) |   **Step A**  On the coordinate plane plot the ordered pairs that represent the locations of the three students' desks.  http://mdk12.org/share/assessment_items/images/items/pr2008/math6/3549811_AR2.gif  **Step B**   * Explain why the points you plotted are correct. Use what you know about ordered pairs in your explanation. Use words, numbers, and/or symbols in your explanation. * Jae wants to add the location of Dallan's desk to her map. Dallan's desk should be plotted at (-4, -4). Jae thinks that if she connects the points she will form a square. Explain whether Jae is correct or incorrect. Use what you know about ordered pairs and geometric shapes in your explanation. Use words, numbers, and/or symbols in your explanation.   *Step A is scored 0 (Incorrect) or 1 (Correct) and assesses 1.C.1.b. Step B is scored with a 4 point (0, 1, 2, 3)* [*rubric*](http://mdk12.org/assessments/k_8/items/cr_itemprop/msa_math_6_032.html#rubric) *and assesses Processes of Mathematics.*  The rubric can be found at:  <http://mdk12.org/share/rubrics/msa/mathematics/pdf/msa_mathematics_ECR_rubric.pdf>  ECR Rubric   |  |  | | --- | --- | | 3 points | The response demonstrates a comprehensive understanding and analysis of a problem.  • Application of a reasonable strategy in the context of the problem is indicated.  • Explanation of and/or justification for the mathematical process(es) used to solve a problem is clear, fully developed, and logical.  • Connections and/or extensions made within mathematics or outside of mathematics are clear and stated explicitly.  • Supportive information and/or numbers are provided as appropriate. | | 2 points | The response demonstrates a general understanding and analysis of a problem.  • Application of a reasonable strategy in the context of the problem is indicated.  • Explanation of and/or justification for the mathematical process(es) used to solve a problem is feasible, but may be only partially developed.  • Connections and/or extensions made within mathematics or outside of mathematics are partial or overly general, or may be implied.  • Supportive information and/or numbers are provided as appropriate. | | 1 point | The response demonstrates a minimal understanding and analysis of a problem.  • Partial application of a strategy in the context of the problem is indicated.  • Explanation of and/or justification for the mathematical process(es) used to solve a problem is logically flawed or missing.  •Connections and/or extensions made within mathematics or outside of mathematics are flawed or missing.  •Supportive information and/or numbers may or may not be provided as appropriate. | | 0 points | The response is completely incorrect, irrelevant to the problem, or missing. |   Notes:  *Explanation* refers to students’ ability to communicate howthey arrived at the solutionfor an item using the language of mathematics.    *Justification* refers to students’ ability to support the reasoning used to solve a problem,or to demonstrate whythe solution is correct using mathematical concepts and principles.  Students need to complete rubric criteria for explanation, justification, connections and/or extensions as cued for in a given problem.  Merely an exact copy or paraphrase of the problem will receive a score of “0”.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Criteria for an Analytic Rubric | | | | | | Criteria | 3 points | 2 points  (consider this level as proficient) | 1 point | 0 points | | 1. |  |  |  |  | | 2. |  |  |  |  | | 3. |  |  |  |  | | 4. |  |  |  |  | |

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| **After Slide 78**  Identify 3 similarities between the “bottom up” approach for designing rubrics (slide 25) and the scoring framework process (slides 74-78) .   |  |  |  | | --- | --- | --- | |  | Bottom-up approach for designing rubrics | Scoring Framework process | | 1. |  |  | | 2. |  |  | | 3. |  |  | |

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| **After Slide 79**  1. Using information provided in Modules 2 and 3 critique and revise the following task and scoring tool.  2. Apply the Quality Assurance checklist to the revision.  This item is found at <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5480#.VTQ-yJOUIrc>. It has been adapted to relate directly to PA Standards.  **Name of Activity:** **Creative Dance Assessment**  **Suggested Grade Level:** 7-8  **Purpose of Assessment:** To assess student abilities of the following PA standards in the arts and humanities, relating specifically to creative dance.  **9.1.8.A:** Know and use the elements and principles of each art form to create works in the arts and humanities.  Dance: • energy/force • space • time  **9.1.8.B:** Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  Dance: • move • perform • read and notate dance • create and choreograph • improvise  **9.1.8.C:** Identify and use comprehensive vocabulary within each of the arts forms.  **9.1.8.E:** Communicate a unifying theme or point of view through the production of works in the arts.  **Description of Task**  ASSIGNMENT: Create a group dance that uses:  A. 3 locomotor, 2 non- locomotor skills,  B. Two each of the elements of space, time and force, and  C. A theme that shows contrast and transition.  The dance should  D. be in AB, ABA or ABC form.  E. be at least 32 beats long.  F. be based upon a theme or event (see item C)  You must teach and rehearse your group to perform your dance, and provide a written “script” for your dance (using dance vocabulary) and hand it in immediately prior to your group’s performance.  Rubric:  Level 4 (highest level):  A. Dance includes 3 or more locomotor skills, 2 or more non-locomotor skills.  B. Dance includes at least 2 or more of each element of space, time and force. C. Dance shows contrast and transition. D. Dance is in AB, ABA form or ABC form.  E. Dance must last at least 32 beats or longer. F. The theme of the dance is mentioned and explained what dance skills represent each part.  Level 3:  A. Dance includes at least 3 locomotor and 2 non-locomotor skills. B. Dance includes at least 2 of each element of space, time, and force. C. Dance shows at least contrast or transition. D. Dance is in AB, ABA, or ABC form. E. Dance lasts at least 32 beats F. The theme of the dance is mentioned.  Level 2:  A. Dance includes at least 2-3 locomotor and 1-2 non-locomotor skills. B. Dance includes 1-2 of each element of space, time, and force. C. Dance shows at least contrast or transition. D. Dance is in AB, ABA or ABC Form E. Dance is 24-32 beats long. F. The theme may or may not be mentioned.  Level 1:  A. Dance includes at least 1-2 locomotor and 1 non-locomotor skill. B. Dance includes 1or 2 elements of space, time, and force. C. Dance shows at least contrast or transition. D. Dance is in AB, ABA, or ABC form. E. Dance is 12-24 beats long. F. The theme may or may not be mentioned. |