

e
Name: Triplett, Lacey**Project Option 2 Scoring Rubric**

1) Was packet turned in with all elements, in order, including rubric sheet?		No 0	Partial 1	Yes 2
2) Description of topics and students		age/grade level 0	Absent 0	Present 1
scope is far too narrow 0	scope is too broad or slightly too narrow 1	test purpose 0	1	1
weighting 0	scope has appropriate breadth 2	weighting 0	1	1
2a) Initial performance assessment				
no outcomes 0	only 1 outcome 1	2-3 outcomes 2		
2b) Assessment review sheets				
no reviews 0	only 1 reviewer, or 2 reviewers/no comments 1	2 reviewers with comments 2		
2c) Final performance assessment				
no modifications; no justification 0	some modifications not made; no justification 1	modifications made as appropriate, or justification provided 2		
major problems in the formatting or labeling of materials for students 0	minor problems in the formatting or labeling of materials for students 1	formatted attractively & all pieces of materials for students clearly labeled 2		
no student directions provided 0	major problems in the student directions 1	minor problems in the student directions 2	clear and appropriate student directions 3	
performance task has major problems 0	performance task as moderate problems 1	performance task has minor problems 2	performance task is well-designed, without problems 3	
2d) Scoring rubric				
rubric not original and/or not appropriate 0	major problems in the originality/appropriateness of the rubric 1	minor problems in the rubric's originality/appropriateness 2	original and appropriate rubric 3	
no descriptors provided 0	major problems in the descriptors 1	minor problems in the descriptors 2	useful, detailed, and appropriate descriptors 3	
2e) Constraints				
constraints not addressed 0	constraints without detail, missing key elements, or adding irrelevant ones 1	some key constraints not specified with sufficient detail 2	appropriate constraints, fully specified 3	
2f) Teacher directions for administration and use of scoring rubric				
administration directions not included 0	administration directions have insufficient detail and/or clarity 1	administration directions clear, with good detail 2		
rubric directions not included 0	rubric directions have insufficient detail and/or clarity 1	rubric directions clear, with good detail 2		
3a) Explanation of appropriateness of task for performance assessment				
no explanations provided 0	1 explanation provided & supported 1	2 explanations provided & supported 2	all 3 explanations included & well discussed/supported 3	
3b) Discussion of appropriateness and accommodations for diverse student population				
No discussion 0	Appropriateness/accommodations for student background differences <u>OR</u> students with special needs 1	Appropriateness/accommodations for student background differences <u>AND</u> students with special needs 2		

Total Points: _____ / 40

Lacey Triplett

Performance Option 2: Developing a Performance Assessment

June 08, 2019

University of South Florida

EDF 6432.798U19

Dr. Yi-Hsin Chen

Performance Option 2: Developing a Performance Assessment

Literary Archetypes

1.

Description of the topic:

Students will choose three literary archetypes and create an infographic based on content information from the Literary Archetypes Unit.

Literary archetypes are a way to classify characters in literature. Using literary archetypes provides a framework to approach and study fiction stories. Heroes, villains, fair maiden, mentor, sidekick, or evil henchmen are just a few literary archetypes. These archetypes provide a way to view literature as a universal reflection of life.

Students for whom test is designed:

The performance assessment is specifically designed for eighth grade English/Language Arts but can be modified for grades fifth through ninth by utilizing fewer archetypes and/or scaling the assessment appropriately.

Test Purpose:

This performance assessment is designed to evaluate students on their understanding of literary archetypes.

Assessment based on standards: LAFS.8.W.3.9, LAFS.K12.W.3.9, LAFS.K12.R.4.10

The performance assessment is a culminating activity to test comprehension of the Literary Archetypes Unit. This assessment will be factored into the assessments, which weigh 40% of the final grade.

2.

Performance Based Tasks:**a) initial performance-based assessment**

Students are to create an infographic using Piktochart, Canva, Venngage, Microsoft Word, Spark or another creation tool of their choice.

The infographic will be based on the Literary Archetypes Unit and students are required to use information from the unit to validate archetype selections and examples.

For the infographic students will choose three different literary archetypes discussed and create an infographic based on content information from the Literary Archetypes Unit.

The infographic must:

- 1.) define the archetypes
- 2.) provide an example of each from literature
- 3.) provide a reason based on information from the unit why each of the examples is classified into that archetype
- 4.) provide an image of each example
- 5.) be original

Students will have 5 class periods to complete the assessments:

Day 1: Choose archetypes, define, find examples begin gathering information to validate or back-up why the examples match each archetype

Day 2: Continue from previous day

Day 3: Begin on computer. Find images of examples, decide on creation tool. Begin.

Day 4: Continue working

Day 5: Finalize, self-grade and submit

Test Blueprint: Based on Bloom's Taxonomy

Content	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
Identify and define 3 archetypes	X						
Provide examples		X					
Provide images of the examples	X						
Validate why the examples are classified into stated archetypes using content from the unit					X		
Combine the information to create an infographic						X	

b) assessment review sheetsReviewer One**Performance Assessment Review Form**

Reviewer: Jessica

Author of Performance Assessment: Lacey Triplett

Subject Area: Reading Specialist

Age/Grade Level of Students: 6-8 Reading Teacher

Please provide detailed information when answering the following questions.

Overall

Was enough information given for a teacher to be able to administer this assessment in his or her classroom with no additional instruction from the author?

Yes, I would be able to understand the lesson to administer it.

Was enough information provided for a student to complete the task?

Yes, my students would be able to understand this assessment.

Does the scoring rubric match the performance task?

When reviewing the rubric, it matches the performance task. I think that it would be more beneficial if the rubric aligned to standards. This would provide feedback to explicitly meet standards.

What is the most important thing that should be changed on this performance assessment?

Mostly, I like the assessment. Aligning the assessment directly to the standards would be what I would change, though I do not teach archetypes, as my students are developing reading skills.

Generalizability

Will a student's successful completion of the performance task provide useful information for making inferences about the student's performance on similar tasks?

Yes, once students completed this assessment. I would know that they understand three archetypes.

Authenticity

Does the performance task require students to produce or perform in a way that is authentic, or similar to what they might encounter in the real world?

This is a difficult question to answer as students are not often confronted with a task such as defining and finding examples for archetypes, yet I can say that in the real world this may be a task that they would have to perform in college.

Multiple Outcomes

Does the assessment measure multiple outcomes? (i.e., is there more than one product or performance)

The performance task is set to measure if a student understands literary archetypes. It tests if a student can define and find examples.

Teachability

Does the assessment require students to use skills and knowledge that they should be able to master after they have received instruction?

Yes, after the student is taught about archetypes, they should be able to complete this assessment and prove mastery.

Fairness

Is there a potential for bias in this assessment (i.e., some students having a greater advantage over others)?

No, all students have equal advantages.

If so, is it addressed and provided for?

Feasibility

Would administration of this assessment be reasonable for a typical classroom situation, or might there be problems with cost, time, or special equipment needs?

There may be an issue, if every student does not have access to a computer, as this assessment would be difficult to complete on an iPad. Most schools have computer labs, so this would not be an issue.

If not, is this addressed and provided for?

If computers are not available the assessment could be modified to have students create the infographic with paper, writing, and drawing utensils.

Scorability

Is the type of rubric chosen (e.g., checklist, rating scale, combination) appropriate for the assessment task?

Yes, I think it is appropriate.

Were adequate instructions given for use of the rubric?

Yes, I was able to understand how to score the assessment.

Would you expect use of this rubric to result in reliable evaluations?

Yes, the results should be reliable, as long as the teacher grades impartially.

Additional Comments:

Reviewer Two**Performance Assessment Review Form**

Reviewer: Kristi

Author of Performance Assessment: Lacey Triplett

Subject Area: Currently P.E./Health (Former K-5 Teacher)

Age/Grade Level of Students: K-5

Please provide detailed information when answering the following questions.

Overall

Was enough information given for a teacher to be able to administer this assessment in his or her classroom with no additional instruction from the author?

I would be able to administer the assessment based on the instructions provided, however, I would not be able to grade the assessment without a “cheat sheet” of the archetypes, their definitions, and examples.

Was enough information provided for a student to complete the task?

Yes, I believe that there was enough information for the student to complete the assessment. In fact, I think that there is more than enough, since they have access to the unit online.

Does the scoring rubric match the performance task?

Yes, the rubric matched up to the performance task. The wording was nearly identical to the instructions, so students should be able to follow the rubric easily.

What is the most important thing that should be changed on this performance assessment?

I think that the most important change would be to limit the information that students are provided. This is an assessment. Students have less information provided, yet I do understand the assessment is meant to identify the student’s critical thinking skills, as they validate their reasoning for finding examples of each archetype, not just memorize the types of archetypes and their definitions. It is just if I was to create this assessment, I would want to provide students with less information, to test their memorization as well.

Generalizability

Will a student’s successful completion of the performance task provide useful information for making inferences about the student’s performance on similar tasks?

Yes, I believe that the task will provide the teacher with useful information. It determines if a student is able to identify three archetypes, define them, using information provided, think of three examples of their own and validate their reasoning. This helps in knowing if the student is able to understand each archetype.

Authenticity

Does the performance task require students to produce or perform in a way that is authentic, or similar to what they might encounter in the real world?

I believe this task does, in some ways, perform like a real-world task in that the student is provided the basic information then must use that data to make inferences. Archetypes are another way to sort information. In this case the characters are being sorted to help determine their roles in the stories. Understanding the characters roles can help in finding a deeper meaning within the story.

Multiple Outcomes

Does the assessment measure multiple outcomes? (i.e., is there more than one product or performance)

The assessment assesses if a student is able to understand the archetypes, define them, use critical thinking skills to find examples and to back-up their responses, just like the rubric says. I think it also assesses if a student can follow directions and use a rubric.

Teachability

Does the assessment require students to use skills and knowledge that they should be able to master after they have received instruction?

Well, this is hard for me to say, since I really did not see the unit. I would like to think that the unit covers the literary archetypes and after the students can demonstrate mastery, but I cannot say for sure without reviewing the unit myself.

Fairness

Is there a potential for bias in this assessment (i.e., some students having a greater advantage over others)?

Yes, there is a potential for biased. Students that have better computer skills will excel in the assessment. Some students will also have to have accommodations based on 504/IEP needs.

If so, is it addressed and provided for?

I think it would be beneficial to provide a tutorial on how to use the online tools for creating the infographic. Also, the teacher directions need to lay out the individual accommodations.

Feasibility

Would administration of this assessment be reasonable for a typical classroom situation, or might there be problems with cost, time, or special equipment needs?

This project would be good for an online platform, like I work in, but in a traditional classroom it may be difficult. I would depend on technology availability. In the past I have worked in some schools with 1:1 tech to students, and others that a cart or would have to be reserved far in advance. So, it would depend on tech availability.

If not, is this addressed and provided for?

In my experience I was able to get iPads easier than laptops or reserving the lab, so I would see if any of the online tools could be used on an iPad, of those are available and not computers.

Scorability

Is the type of rubric chosen (e.g., checklist, rating scale, combination) appropriate for the assessment task?

The rubric matches the assessment. It is easy to follow because it lays out what is expected for each score. I think this helps students and the teacher in grading.

Were adequate instructions given for use of the rubric?

The instructions were helpful.

Would you expect use of this rubric to result in reliable evaluations?

This rubric would assist in reliability because it keeps says what should be done to receive each grade.

Additional Comments:

At first when reading this over, I was a little confused at what was being assessed if the student has access to the content. I think this assessment would have made more sense at first if I had the unit to refer to. I did ask Lacey to clarify what was in the unit briefly. This helped me get that the student uses the unit to identify and define archetypes. Then come with examples that are not in the unit and tell how they are that archetype. Once I got that information the assessment made more sense. Another problem I saw, but was unsure where it should go, is that if students choose their own, they may all choose the same three, so it may be better to either choose for them or have a sign-up sheet or something so when they share out every archetype is done.

c) final performance assessment complete with student directions

Changes made based on Performance Assessment Review:

Based on the feedback from reviewer one I did add in the standards that were to be assessed. Based on reviewer two's recommendation, I did add to see the list of student accommodations attached, It is important and the law to meet the individual needs of every student.

Changes NOT made based on Performance Assessment Review:

I did align the rubric or the performance tasks directly to the standards. I kept the rubric aligned to the tasks, and both are assessing the standards, but they do not use the same terminology as reviewer one recommended. Based on the feedback of reviewer two I would like to have figured out how best to make it so each archetype was completed, but I could not figure out how to set it up. I will change this in the future though, it was a great suggestion. I also liked the idea of a tutorial before, so if I was to ever implement this assessment, I do think it is important that the student can use the online tool, because the assessment is meant to grade standards about literary archetypes, not how well the student can use the online tool.

Student Directions

*All content from the unit can be accessed on Canvas.

Choose three different literary archetypes from the “Literary Archetypes Unit.”

Use information from the unit to validate the archetype selections, define the archetypes, provide examples, and images.

Create an infographic using Piktochart, Canva, Venngage, Microsoft Word, Spark or another creation tool.

The infographic must:

- 1.) define the archetypes
- 2.) provide an example of each from literature
- 3.) provide a reason based on information from the unit why each of the examples is classified into that archetype
- 4.) provide an image of each example
- 5.) be original

You will have 5 class periods to complete the assessment:

Day 1: Choose archetypes, define, find examples begin gathering information to validate or back-up why the examples match each archetype

Day 2: Continue from previous day

Day 3: Begin on infographic. Find images of examples, decide on creation tool. Begin.

Day 4: Continue working

Day 5: Finalize, self-grade and submit to Canvas

d) detailed scoring rubric

Literary Archetypes Infographic

Scoring Criteria	3 Excellent	2 Acceptable	1 Beginner	0 No Evidence	Points
Identify and define 3 archetypes	3 examples are identified and defined from the Literary Archetype Unit	3 examples are identified, and acceptable definitions are provided from the Literary Archetype Unit	2-3 examples are identified, and definitions are fair, though not all are from the Literary Archetype Unit	1 or more examples are not chosen from the Literary Archetype Unit	

Provide an example of each archetype	All examples demonstrate an exemplary understanding of the archetypes	All examples demonstrate an acceptable understanding of the archetypes	Examples Demonstrate a fair understanding the archetypes	Examples do not demonstrate an understanding of the archetypes	
Provide images of the examples	All images match the examples	All images match the examples	Most images match the examples	None of the images match the examples	
Validate why	An exemplary validation is provided for all archetypes	An acceptable validation is provided for all archetypes	A fair validation is provided for most archetypes	No validation is provided for the archetypes	
Infographic originality	The infographic is original and creative	The infographic original	The infographic shows some originality	The infographic does not show originality	
Final Grade					/15

e) detailed description of constraints for administration

- The Literary Archetype performance assessment is a culminating activity designed to evaluate student comprehension of literary archetypes.
- It is an individual assessment.
- Students will be provided the assignment directions and the grading rubric.
- Students will grade their own performance assessment using the rubric and submit it to the teacher with the infographic.
- The teacher will decide if the agree or disagree with the students and provide feedback.
- Student are not to work from home.
- All work is to be completed over the five class periods provided.
- If a student is absent, they will resume upon return.

f) detailed directions for a teacher for administration of the assessment and use of the scoring rubric system

Teacher Assessment Guide:

The Literary Archetypes Unit is available in our course Canvas. Students are familiar with Canvas and the course material as this is a culminating performance assessment.

Pass out the printed Student Directions and Rubric to each student. This information is also on Canvas.

Please see the attached list for students with accommodations.

Please read the following instructions out loud:

*All content from the unit can be accessed on Canvas.

Choose three different literary archetypes from the “Literary Archetypes Unit.”

Use information from the unit to validate the archetype selections, define the archetypes, provide examples, and images.

Create an infographic using Piktochart, Canva, Venngage, Microsoft Word, Spark or another creation tool.

The infographic must:

- 1.) define the archetypes
- 2.) provide an example of each from literature
- 3.) provide a reason based on information from the unit why each of the examples is classified into that archetype
- 4.) provide an image of each example
- 5.) be original

You will have 5 class periods to complete the assessment:

Day 1: Choose archetypes, define, find examples begin gathering information to validate or back-up why the examples match each archetype

Day 2: Continue from previous day

Day 3: Begin on infographic. Find images of examples, decide on creation tool. Begin.

Day 4: Continue working

Day 5: Finalize, self-grade and submit to Canvas

Also say out loud:

Throughout, the assessment, refer to the rubric and once you complete the infographic, use the rubric and self-grade your infographic.

I will your self-grade as a basis for your grade. This helps me to know that you understood and utilized the rubric when developing your infographic.

So, to get an ‘A’ just do everything listed in the ‘Excellent’ column.

After, the assessments are graded, a discussion post will become available and you will upload your infographic to share and complete an activity, so keep in mind that this is for other students to learn from as well.

This is an individual assessment, so please refrain from talking while working on this assessment.

Teacher Rubric Guide:

The rubric is laid out in a 0-3 scale, for a total of 15 points. Decisions of grading should be unbiased and based solely on student work. Each grade category lays out what is expected of the project.

The grade for this performance assessment will be factored into assessments, which are weighted at 40% of the final grade for the course.

The chart below can assist in determining letter grade.

Percentage to Letter Grade	
90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	U

Literary Archetypes Infographic

Scoring Criteria	3 Excellent	2 Acceptable	1 Beginner	0 No Evidence	Points
Identify and define 3 archetypes	3 examples are identified and defined from the Literary Archetype Unit	3 examples are identified, and acceptable definitions are provided from the Literary Archetype Unit	2-3 examples are identified, and definitions are fair, though not all are from the Literary Archetype Unit	1 or more examples are not chosen from the Literary Archetype Unit	
Provide an example of each archetype	All examples demonstrate an exemplary understanding of the archetypes	All examples demonstrate an acceptable understanding of the archetypes	Examples Demonstrate a fair understanding the archetypes	Examples do not demonstrate an understanding of the archetypes	
Provide images of the examples	All images match the examples	All images match the examples	Most images match the examples	None of the images match the examples	
Validate why	An exemplary validation is provided for all archetypes	An acceptable validation is provided for all archetypes	A fair validation is provided for most archetypes	No validation is provided for the archetypes	

Infographic originality	The infographic is original and creative	The infographic is original	The infographic shows some originality	The infographic does not show originality	
Final Grade					/15

3.

Explanation:

Performance assessments are often used in lieu of a more traditional option for many reasons. This performance-based task is more appropriate than an objective assessment for measuring comprehension of literary archetypes because creating a test that would assess students to the same extend as the performance assessment would be more time consuming to create, unengaging, and would not evoke the same amount of critical thinking. An objective test would have had to have many parts to define, determine examples, state why certain examples were chosen and match images to archetypes. This would not stimulate learning and may be counter-productive in assessing students if examples of unfamiliar characters were chosen. This performance assessment is also more easily adapted to meet the needs of diverse learners and students with needs. By providing an authentic assessment, students can choose archetypes and examples they are familiar with. Students are using critical thinking skills to validate the character's archetype and are engaged in the learning because they have a sense of ownership.

The rubric system is broken up by criteria and it matches the directions. This makes it more cohesive, so that students that follow the directions, meet the rubric criteria. Furthermore, the point system is laid out in an easy to understand 0-3 scale, with zero being little to no effort put forth, one, little effort, two an acceptable effort, and three, excellent, meaning that students met the criteria and the final product was creative. This rubric is appropriate due to its understandability and ease of following.

The constraints for this performance assessment are put in place to maintain validity and reliability. Students are not to work from home. The assessment is to be

completed during the five class periods provided, unless an accommodation needs to be made. The constraints are fair and maintained to verify that the students' own work is demonstrates mastery of the standards being assessed. I chose to not completely constrain the student to utilizing information found outside of the Canvas unit, because that would narrow the examples that students could use too greatly. Rather, I placed the constrain that only the archetype choices and definitions can be used that are from the unit material. The examples, validations, and images can be from outside sources. In the future I may place the constrain that all outside sources are to be properly cited, however that is a skill that is still being developed and it is not what the assessment is meant to test.

Meeting all students' needs is vital. To meet the needs of students with diverse backgrounds this assessment provides all students with choice. Students can choose any example, as long as it is school appropriate and fits one of the archetypes. The examples can come from any book, so students are welcome to choose books from their culture. To meet the needs of students with disabilities extra time can be provided, text can be read out loud, small group or individual testing can be provided, google translate or a dictionary in native language can be used, a text-to-speech feature can be enabled, or other accommodations can be provided based on the student's 504 or IEP as appropriate.

This assessment is meant to test students understanding of the archetypes and their ability to use critical thinking skills to find examples and justify their reasoning. This can be difficult to accomplish with a more traditional assessment. Real-world and college readiness skills are also developed during this assessment. Students must follow the instructions, read and follow a rubric, as well as, use a computer for use Canvas, to locate examples and validate reasoning, develop an infographic, and navigate a new online tool.