TYPES OF ASSESSMENT TASKS

1. DISCUSSION/DIALOGUE

Public Issues Discussion

Socratic Seminar or Paidea

Structured Academic Controversy

Debates. Bracketed debates

Monologue

Interviews

Pair/Triad Share with report out

Student Improvisations with teacher prompts

Socratic Seminar

Teacher led discussion

II. PERFORMANCES

Mock Trial

Simulated Legislative/Congressional Hearing

Town Meeting

Skits

Role Play

Song/Dance

Poetry reading

Cultural Representations (cooking, folklore)

Reenactments (Civil War, Bubonic Plague, Cuban Missile

Crisis, French Revolution, Segregation, First Thanksgiving)

III. WRITING Charles

Essays

Correspondence/Letters

Diaries/Logs

Newspaper

BLOG/ Website

Poem, Song

State of Union Speech

Mission Statement

Want Ad

Missing Person

Campaign Ad

Critical Incident Log

Brochure/Pamphlet/Door Knob Hanging

Scrapbook

PSA

Historical Figure Roast

Travel Itinerary

Autopsy Report

Eulogy

Obituary

Personal Promotion

Online Profiles (historical figures)

IV. PRODUCTS Tina

Posters

Political Cartoons

Museum Displays

Multimedia Presentations

Maga(Zines)/ newspapers

Videos

Art: Sculptures, origami

Website

Graphic Organizer, Concept Map

Timeline

Novellas

Poems

Videogames

Plays, Props

Costumes, Paper Dolls

Inside Field Trip

Food/Recipe

Culture Box/Realia

Stamps/Portraits

Tombstones/ Epitaphs, Eulogy

V.PORTFOLIOS

Types: paper, online, video/

Content: career/ online/life skills/ art and music

current events in ppt; maps/graphic organizers/

essays/ geneology/ decade; BLOG, reflection, photography

culture, country

VI. SERVICE LEARNING

Internships, law firm or local government

Conduct surveys in school/community regarding an action for improvement

Project Citizen: choose a project and come up with ways to help

Implement the solution

Action Council or student government

Volunteering

Map/Guide to School Survival for new students

Sister School Project Fund a school in another country

(Taking It Global)

Collaborative project with a sister school (Epals or IEarn)

Follow/ Shadow Business People

CLASSROOM ASSESSMENT TASKS USING BLOOM’S TAXONOMY

|  |  |
| --- | --- |
| Cognitive Level | Classroom Assessment Task |
| Knowledge | Exit Slip; KWL Chart; Minute Paper |
| Comprehension | Concept Map, Paraphrasing, Email Response, Minute Paper |
| Application | Invented Dialogue, Categorization Grid |
| Analysis | Pro-Con; T-Chart |
| Synthesis | Student Generated Test Questions |
| Evaluation | Diagnostic Learning Log; Process Analysis; Self Assessment |

ADVANTAGES OF PERFORMANCE ASSESSMENTS

1. Enable students to apply what they have learned
2. Engage students who learn more because they are involved.
3. Require students to use higher level thinking skills under conditions similar to the real world.
4. Encourage emotional involvement which results in powerful learning.
5. Often involve an audience which provides an incentive to excel.

Adapted from Miller and Singleton (1997) *Preparing Citizens Linking Authentic Assessment and Instruction in Civic/Law-Related Education* (S.S.E.C.)

CONSTRUCTING AN AUTHENTIC ASSESSMENT

1. Describe the task.
2. Identify knowledge students will use
3. Identify higher order thinking
4. Describe student products or performances in detail.
5. Develop the prompt or assignment
6. Create a scoring rubric—
   1. Several dimensions/criteria of performance
   2. Scale indicates levels of performance

Adapted from Miller and Singleton (1997) *Preparing Citizens Linking Authentic Assessment and Instruction in Civic/Law-Related Education* (S.S.E.C.)