



PBAs - *Just Do It!!*

with Joe Beasley, Krystle Demas, Beth Ferguson & Jennifer Gates

Performance Assessments from the
Classroom Teacher's Perspective

<http://tinyurl.com/hozwnj6>



Please note that links provided by the school division within this presentation for the 2016 conference may no longer work. Questions regarding this presentation should be directed to the school division.

Non-Traditional Assessments

Please write questions, comments, and/or concerns on the *Padlet*. Use the QR code or link to post.

<http://tinyurl.com/zdtwf8o>



Rotation and Revolution Quick Fire



Design Briefs & Rubrics

Wild About the Water Cycle Design Brief

Background:

Water is constantly moving around us each day. We don't just experience the water cycle in rainstorms. It is in the air and flowing by us in rivers and streams. Over the past few weeks, you have studied the processes of evaporation, condensation, precipitation, and accumulation as well as the role the sun plays in the water cycle. In addition, we have witnessed portions of the cycle in progress.

Design Challenge:

Today, you will be creating a small scale, working model of the water cycle.

Criteria:

Your model must:

- represent a natural environment
- contain an isolated water source or reservoir
- include at least 4 additional natural features
- display the water cycle in action
- contain and support plant life for one week



Materials:

- 1 rotisserie container or clear plastic container
- Mother Nature (for plants and natural features)
- supplies in our classroom STEM boxes
- water from rain barrels in the courtyard

Tools:

- scissors
- writing utensils
- small shovel



Time Frame:

3 hours (planning, creating, reflecting)
One additional block for presenting



Rubric: Wild About the Water Cycle



Criteria Assessed	No Evidence	Attempts to meet criteria shows limited understanding	Meets some criteria with room for improvement	Meets most criteria with room for improvement	Meets all criteria
	0	1	2	3	4
Guided Portfolio					
The student brainstormed prior knowledge.					
The student restated the problem in his/her own words.					
The student created and labeled a sketch to use as a "blueprint."					
The student included notes about problems that occurred and their solutions.					
The student evaluated the design and reflected on the process.					
Structure criteria					
The model accurately represents a natural environment.					
The model contains a water source or reservoir.		X	X	X	
The model contains at least 4 additional natural features.					
The model displays the water cycle in action.					
The model contains plant life.					
Oral Presentation					
The student speaks clearly, using appropriate volume and pitch.					
The student faces their audience while presenting.					
The student uses clear and specific vocabulary to communicate knowledge of topic.					

Water Cycle Guided Portfolio

Wax Museum



Flower Dissection and Models

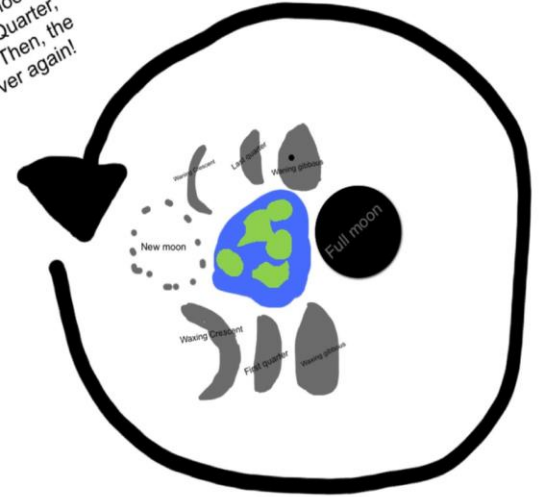


Model Example

Here is an example of what the Sun, Earth, and Moon would look like.



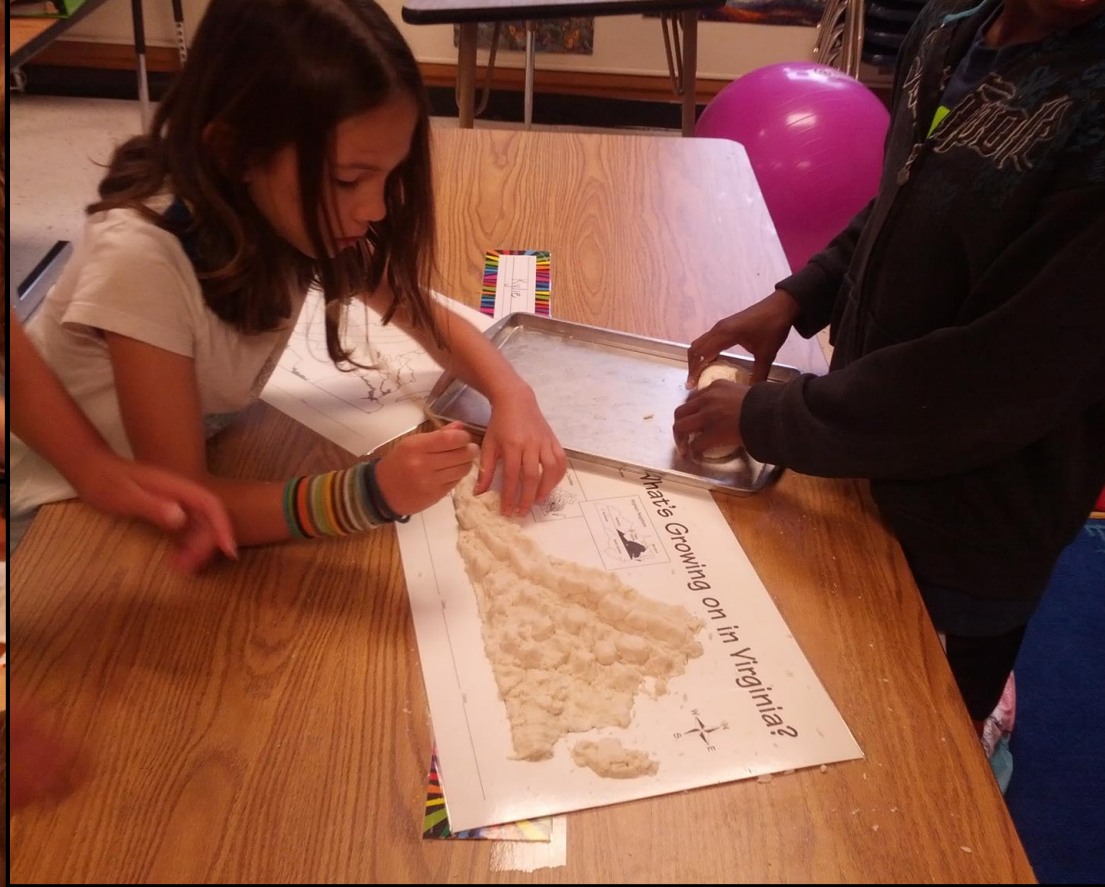
Our Moon's Phases
Hey kids! Did you know that our moon has phases? Well it does! Eight of them, to be exact! The phases are: New Moon, Waxing Crescent, First Quarter, Waxing Gibbous, Full Moon, Waning Gibbous, Last Quarter, and Waning Crescent! Then, the cycle just starts up over again!



All About the Moon- Children's Picture Book



Minecraft Literature Circles



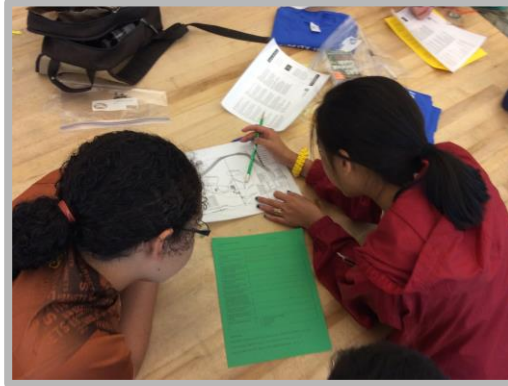
Maps of Virginia



Kindergarten Example



Orienteering and Map Reading





Skits for Civil Rights

Do you know
your planets?



Geometric Transformation Assessment

Misconceptions

I love the idea but what about the standards? How can I be sure that each child masters the content?

This is in addition to teaching the content? I don't have time.

I have limited access to technology.

My students don't know how to do this task.



Benefits

Allows for various entry points to the task

Captures a more complete picture of what a student knows and can do




More engaging for students

Allows time for repair while assessing

Incorporates students' interests



Ideas for Products

Technology Based 	Blend 	Old School 
<ul style="list-style-type: none"> -newscast -instructional video -claymation, stop motion -labeled diagrams (beginner level) -flipped classroom (students actually teach lessons) -Scratch, coding -virtual gallery -digital portfolio -Explain Everything, ebooks, sticker board, 30 hands, sketchbook, Stop Motion etc. -videos & trailers -podcast (series) -build website/blog/wiki -newspaper -animated video -QR hunt - 3D model 	<ul style="list-style-type: none"> -game creation (video or physical) -music composition -art -models -simulation -writing (script) -comics -newspaper -labeled diagrams (beginner level) -make and sell a product (commercial) 	<ul style="list-style-type: none"> -3D model -mindmap -fashion show (tacky - persuasive writing) -inventions -experiments -wax museum, statues -art gallery -engineering project (ISTEAM) -debate -community service, fundraisers, etc. -plan -live performance -board games -fares -plays -message in a bottle

A photograph of a classroom filled with students. Many of the students are sitting at their desks, which are arranged in rows. Several students have their hands raised high in the air, indicating they want to answer a question or participate in a discussion. The students are of various ages and are dressed in casual clothing. In the foreground, two large exercise balls, one blue and one purple, are visible on the floor. The background shows a typical classroom environment with shelves, a bulletin board, and various educational materials. The word "Questions" is overlaid in the center of the image in a large, bold, black font.

Questions

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