

Performance-Based Assessment Design Template

<p>Title of PBA: To Plant or Play: Contributing to Civic Decision Making</p>	<p>Grade Level: 3rd</p>	<p>Subject Area(s): History</p>						
<p>“Big Idea”/Subject-Specific Competency: Civics</p>	<p>REAL-WORLD TASK (brief description): Friendly Letter to express opinion on allocation of funds for the betterment of the whole.</p> <p>Type(s) of Task(s):</p> <table border="0"> <tr> <td><input type="checkbox"/> Process</td> <td><input type="checkbox"/> Verbal Reasoning</td> </tr> <tr> <td><input checked="" type="checkbox"/> Product</td> <td><input type="checkbox"/> Original Creation</td> </tr> <tr> <td><input type="checkbox"/> Performance</td> <td><input type="checkbox"/> Other: _____</td> </tr> </table>		<input type="checkbox"/> Process	<input type="checkbox"/> Verbal Reasoning	<input checked="" type="checkbox"/> Product	<input type="checkbox"/> Original Creation	<input type="checkbox"/> Performance	<input type="checkbox"/> Other: _____
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<p>TARGETED SOLs (Listed and unpacked, and/or represented in a table of specifications): 3.1 d, f, h, i 3.11 c</p>	<p>Other Targeted Learning Outcomes (e.g., Dispositions, Portrait of a Graduate), 21st Century Skills, Habits of Mind): Writing</p>							
	<p>Accountability Alignment of Locally Developed Assessment (if applicable):</p> <table border="0"> <tr> <td><input type="checkbox"/> SOL Strands: Civics</td> </tr> <tr> <td><input type="checkbox"/> SOL Reporting Categories: Civics</td> </tr> </table>		<input type="checkbox"/> SOL Strands: Civics	<input type="checkbox"/> SOL Reporting Categories: Civics				
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<p>PROMPT: Mrs. (_), the Principal, has been given money to fill the empty space at the back of our school. She believes you are great citizens of the school and needs your help in this very important decision making process. Our school has the choice of whether to put in a playground or an outdoor garden. Which is the best choice? To you, which choice would be for the good of the whole school? Which one would be the most beneficial for everyone’s use? Write a letter to Mrs. (_) explaining why your choice is the best.</p> <p>Role: 3rd grade student</p> <p>Audience: School Principal</p> <p>Scenario: Decision needs to be made for the good of the whole of the school which respects the rules of the school.</p> <p>Task:</p>	<p>PERFORMANCE CRITERIA</p> <table border="0"> <tr> <td><input type="checkbox"/> Checklist</td> </tr> <tr> <td><input type="checkbox"/> Rating Scale</td> </tr> <tr> <td><input type="checkbox"/> Holistic Rubric</td> </tr> <tr> <td><input checked="" type="checkbox"/> Analytic Rubric</td> </tr> </table> <p>Gradations of Performance:</p>		<input type="checkbox"/> Checklist	<input type="checkbox"/> Rating Scale	<input type="checkbox"/> Holistic Rubric	<input checked="" type="checkbox"/> Analytic Rubric		
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<p>Make a decision for the good of the whole</p> <p>RESPONSE FORMAT: Friendly Letter</p>	
<p>Considerations for Differentiation of PBA:</p> <ul style="list-style-type: none"> • Provide accommodations as listed in 504 plans or IEP. 	
<p>Directions for Teachers Administering the PBA (i.e., to ensure consistency among student' experience completing the PBA):</p> <ul style="list-style-type: none"> • Clarify directions for students • Clarify terms • Clarify the format • Do not provide content • To be completed in one sitting (on demand) • Untimed • Each student will need a testing booklet which includes background information on school gardens and school playgrounds, a friendly letter graphic organizer, prewriting/rough draft/publishing paper, and a glossary. **Be sure all parts of the testing booklet are printed on individual pages. Look out for 'spillage' from one title to a previous page. Adjust, as necessary, before printing and administering. 	
<p>Instructional Considerations Before, During, and After Administration of the PBA:</p> <p>Prior Knowledge/Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the qualities of a good citizen <input type="checkbox"/> Review writing components of a friendly letter (2nd grade SOL) <input type="checkbox"/> Review vocabulary from unit <input type="checkbox"/> Review vocabulary used in prompt/supplemental materials <p>Degree of Scaffolding During Completion</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>None (independent work)</i> <input type="checkbox"/> <i>Prompt thinking</i> Have prompt available for students to reference during the administration of the PBA (projected on the screen and/or as a handout) <input type="checkbox"/> <i>Guide-on-the-side</i> Friendly Letter Graphic Organizer <input type="checkbox"/> <i>Explicit direction</i> <p>Recommendations for sharing student responses, facilitating students' learning from each other, and/or debriefing students' experience completing the PBA:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have students share out letters as desired with classmates. Have a class discussion; see if any students are thinking in a different way after hearing their peers' ideas. 	

To Plant or Play: Contributing to Civic Decision Making-Scoring Rubric

	Critical Element	Not Attempted (0)	Below Proficient (1)	Pass Proficient (2)	Pass Advanced (3)
Civics	<i>Describing actions that can improve the school and community (3.11c)</i>	No description is given.	Description is based on what the student wants	Description tells how school can be improved, but not for the whole	Description tells how the school can be improved for all to enjoy
Citizenship Skills	<i>Summarizing points and evidence to answer a question (3.1d)</i>	Summary does not give any support (no point of view or evidence available)	Summary has one supporting detail (only a point of view or one piece of evidence)	Summary lacking some supporting information (may have some points or evidence)	Summarize with supporting information (points and evidence that answer the question given)
	<i>Determining relationships with multiple cause or effects (3.1f)</i>	There are no cause and effects stated	There is one cause and effect stated	There are some causes and effects stated	There are multiple cause and effects stated
	<i>Use a decision-making model to weigh in the costs and the benefits (3.1 h)</i>	The decision-making model is not filled out correctly	The decision-making model is partially filled out	The decision-making model is almost filled out correctly	The decision-making model is filled out correctly
	<i>Make an economic choice, comparing both the opportunity cost & monetary cost of choices with benefits (3.1i)</i>	The venn diagram was not filled out correctly	The venn diagram may compare opportunity, but not monetary or the other way around	Then venn diagram compares some of the opportunity & monetary costs	The venn diagram compares the opportunity & monetary costs correctly
Written expression	<i>Used writing strategies to communicate the purpose of their idea (Writing 3.9)</i>	Missing 3 or more of the following: audience prewriting topic sentence supporting details	Missing 2 of the following: audience prewriting topic sentence supporting details	Missing one of the following: audience prewriting topic sentence supporting details	Audience is clear, prewriting was used, topic sentence is clearly stated with supporting details
	<i>Usage/Mechanics (Writing 3.10)</i>	Significant errors	Grammatical errors and/or awkward wording that inhibit reading	Some grammatical errors and/or awkward that slow down reading at times	Clearly written and easy to read; few, if any grammatical errors

Prompt:

Mrs. (__), the Principal, has been given money to fill the empty space at the back of our school. She believes you are great citizens of the school and needs your help in this very important decision making process. Our school has the choice of whether to put in a playground or an outdoor garden. Which is the best choice? To you, which choice would be for the good of the whole school? Which one would be the most beneficial for everyone's use? Write a letter to Mrs. (__) explaining why your choice is the best.

Directions (check off as you complete each task in order):

1. GATHER KNOWLEDGE

- Read the enclosed information on the benefits of school playgrounds and school gardens.

2. PREWRITING

- Complete the Venn diagram comparing the two choices given.

3. PREWRITING

- Complete the Decision-Making Model

4. WRITE

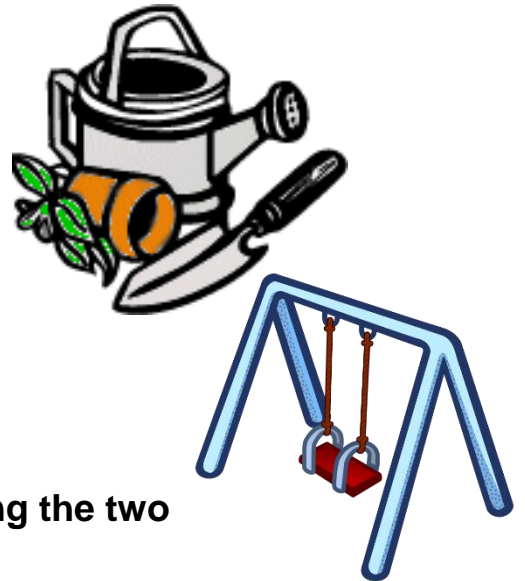
- Draft a letter to your principal explaining the decision you made, the costs and benefits of your decision, and why your choice is the best.

5. REVISE

- Proofread and revise your own work.

6. PUBLISH

- Write your final letter neatly including all of your revisions.



Playground Benefits

Playground Benefits



<http://www.teara.govt.nz/en/photograph/40859/kelston-primary-school-pupils-at-play-2007>

- Provides opportunity for fun and physical activity
- Slides provide climbing exercise for legs
- Bars provide exercise for arms and shoulders
- Equipment pieces together encourages children to run from one piece to another
- Children are less fidgety and more on-task when they have recess.
- Improves social skills and behavior, including learning how to take turns and exercise self-control waiting on a piece of equipment to open up
- Improves life skills
- Builds citizenship
- Encourages imaginative play

Lundman, S. (n.d.). *What Are the Benefits of Installing Children's Playground Equipment?* Retrieved from Live Strong: <http://www.livestrong.com/article/239867-what-are-the-benefits-of-childrens-playground-equipment/>

School Garden Benefits



<http://www.letsmove.gov/school-garden-checklist>

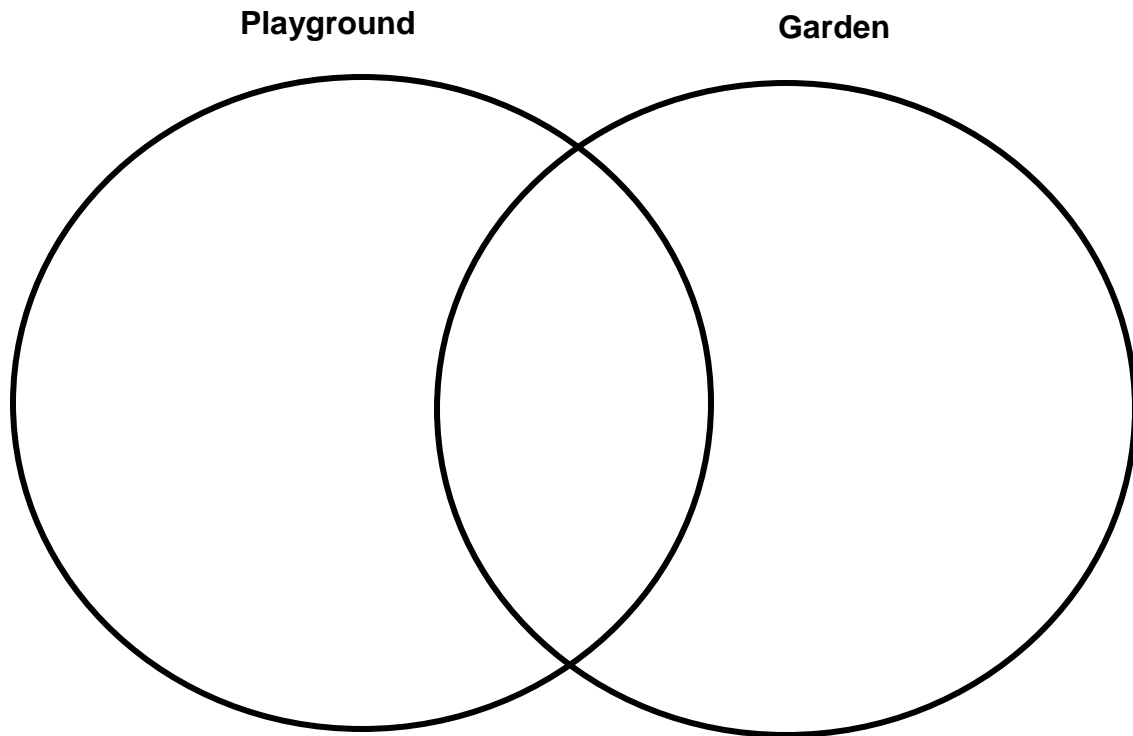
- Provides opportunity for fun and physical activity
- Educational tool
- Helps students understand how fruits and vegetables are grown
- Increases eating in fruits and vegetables
- Increases science achievement scores
- Improves social skills and behavior
- Improves life skills, including working in groups
- Improves environmental attitudes, especially in younger students
- Instills appreciation and respect for nature that lasts into adulthood

Let's Move. (n.d.). *School Garden Checklist*. Retrieved from <http://www.letsmove.gov/school-garden-checklist>

NGA Staff. (n.d.). *Research Supporting the Benefits of School Gardens*. Retrieved from KidsGardening: <http://www.kidsgardening.org/node/13152>

PREWRITING

Complete the Venn diagram comparing the choice of having a playground or a garden.



All decisions have involve costs and benefits. Choices involve getting more of one thing by giving up something else. Use your completed venn diagram to make a decision whether to have a playground or a garden.

Complete the Decision-Making Model based on your choice to have a playground **or** a garden.

Decision to be made:	
Benefits	Costs

Glossary

benefit	what satisfies your wants
contribution	the act of giving or doing something
cost	what you give up when you decide to do something
economic choice	the choice of or decision among alternatives or possibilities
garden	a plot of ground, usually near a house, where flowers, shrubs, vegetables, fruits, or herbs are cultivated
opportunity cost	the next best choice that is given up when an economic choice is made
physical	of or relating to the body
playground	an area used for outdoor play or recreation, especially by children, and often containing recreational equipment such as slides and swings