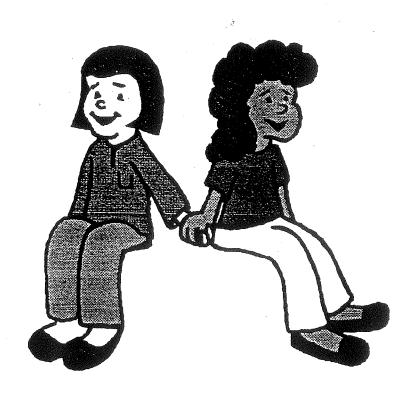
# ASSESSING WORK SAMPLES

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# ASSESSING PRIMARY WORK SAMPLES



This packet offers suggestions of what to look for in a student's product. Work samples are a sampling of the student's skills and knowledge. Talk to your Area/Region for the most up-to-date resources. For example, see the *First Grade Math Assessment* developed by Jefferson Region. Our work needs to support children reaching the Standards.

The ideas in this packet are a draft.

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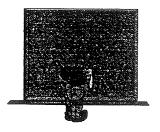
#### **INTRODUCTION**

In each content area certain types of tasks are suitable for rating. For examples, in science a student may build a model and give an oral presentation. Both products may be rated along with the content knowledge of the subject. In all content areas student's produce work that may be rated:

Reading
Writing
Speaking
Technology
Reasoning
Questioning
Problem Solving
Implications

Teachers may assign a certain type of task to demonstrate skills and knowledge. Types of demonstrated evidence that may be rated in each content area may include:

LANGUAGE ARTS	SOCIAL STUDIES	MATH	SCIENCE
Illustration	Model	Demonstration	Model
KWL	"Show and Tell"	Illustration	"Show and Tell"
Report	Demonstration	"How-To"	Demonstration
	Illustration	KWL	Illustration
	"How-To"	Report	"How-To"
	KWL	•	KWL"
	Report		Report



#### **DEMONSTRATION**

#### RATING THE WORK SAMPLE

			D	ate _		
Teacher  Demonstration Topic			Grade Rating			
scriptors: Profound; Adv	vanced; General (standar	d); Basic; Limited; Be	low Expectation	on		
rs: Excellent (highly adv	anced); Above expected	level; Medium (midp	oint, usual exp	ected le	vel); Basic (not	
expected level); Below e	expected level; Unskillfu	l (inefficient, poor, in	experienced, ur	ndevelop	ped)	
☐ Language Arts	☐ Social Studies	□ M	[ath		Science	
Demonstration:	Presentation:	Object or Visual Aids:	O	verall	Attributes:	
Uses hands-on materials or objects to describe; detailed enough so others will learn; uses examples to highlight the major idea; explains importance of demonstration presented; draws conclusions  (Note: students should have time to practice ahead with given requirements and expectations)	Watches audience to make sure they understand; waits several moments after stating each step; keeps the materials in view of entire group; looks at audience; turns body toward all; shows the item to audience; speaks loudly, clearly, slowly; speaks in a friendly tone; asks for questions and answers clearly	Makes visual aids large enough and colorful enough for audience to enjoy	Avid keen of Inquisitive; owhy Effort to gai Insights into inference Extends voc vocabula Makes conn Makes valid Plans in deta Reflects log Seeks under Sustained or Synthesizes; thinker Uses referen	bserver effort to n knowl cause a es abulary; ections; general ail; recal ic and the standing oncentral ; takes in	discover the how and ledge; involved in topic and effect; makes; uses advanced thinks in the abstract lizations lis details neoretical thinking and truth ation; absorbs information new ideas; flexible	
	scriptors: 6 Exemplary; scriptors: Profound; Adv rs: Excellent (highly adv expected level); Below e  Language Arts  Demonstration:  Uses hands-on materials or objects to describe; detailed enough so others will learn; uses examples to highlight the major idea; explains importance of demonstration presented; draws conclusions  (Note: students should have time to practice ahead with given requirements	scriptors: 6 Exemplary; 5 Strong; 4 Proficient, Scriptors: Profound; Advanced; General (standars: Excellent (highly advanced); Above expected expected level); Below expected level; Unskillfur Language Arts Social Studies Demonstration: Presentation:  Uses hands-on Matches audience to make sure they understand; waits several moments after stating each step; keeps the materials in view of entire group; looks at audience; turns body toward all; shows the item to audience; speaks loudly, (Note: students should have time to practice ahead with given requirements asks for questions	scriptors: 6 Exemplary; 5 Strong; 4 Proficient, Standard; 3 Developing scriptors: Profound; Advanced; General (standard); Basic; Limited; Betasic; Excellent (highly advanced); Above expected level; Medium (midpexpected level); Below expected level; Unskillful (inefficient, poor, incomplete in the process of the profound); Above expected level; Medium (midpexpected level); Below expected level; Unskillful (inefficient, poor, incomplete in the process of level; Unskillful (inefficient, poor, incomplete in the process of level; Unskillful (inefficient, poor, incomplete in the process of level; Unskillful (inefficient, poor, incomplete in the process of level; Unskillful (inefficient, poor, incomplete in the process of level; Unskillful (inefficient, poor, incomplete in the process of level; Unskillful (inefficient, poor, incomplete in the process of level; Unskillful (inefficient, poor, incomplete in the process of level; Unskillful (inefficient, poor, incomplete in the process of level; Unskillful (inefficient, poor, incomplete in the process of level; Unskillful (inefficient, poor, incomplete in the process of level; Unskillful (inefficient, poor, incomplete in the process of level; Unskillful (inefficient, poor, incomplete in the process of level; Unskillful (inefficient, poor, incomplete in the process of level; Unskillful (inefficient, poor, incomplete in the process of level; Unskillful (inefficient, poor, incomplete in the process of level; Unskillful (inefficient, poor, incomplete in the process of level; Unskillful (inefficient, poor, incomplete in the process of level; Unskillful (inefficient, poor, incomplete in the process of level; Unskillful (inefficient, poor, incomplete in the process of level; Unskillful (inefficient, poor, incomplete in the process of level; Unskillful (inefficient, poor, incomplete in the process of level; Unskillful (inefficient, poor, incomplete in the process of level; Unskillful (inefficient, poor, incomplete in the process of level; Unskillful (inefficient, poor, incomplete	Scriptors: 6 Exemplary; 5 Strong; 4 Proficient, Standard; 3 Developing; 2 Emerging; scriptors: Profound; Advanced; General (standard); Basic; Limited; Below Expectations: Excellent (highly advanced); Above expected level; Medium (midpoint, usual expexpected level); Below expected level; Unskillful (inefficient, poor, inexperienced, understand):    Language Arts	Rating scriptors: 6 Exemplary; 5 Strong; 4 Proficient, Standard; 3 Developing; 2 Emerging; 1 Begin scriptors: Profound; Advanced; General (standard); Basic; Limited; Below Expectation rs: Excellent (highly advanced); Above expected level; Medium (midpoint, usual expected leveloping; 2 Emerging; 1 Begin scriptors: Profound; Advanced; General (standard); Basic; Limited; Below Expectation rs: Excellent (highly advanced); Above expected level; Medium (midpoint, usual expected leveloping; 2 Emerging; 1 Begin scriptors: Profound; Advanced; General (standard); Basic; Limited; Below Expectation rs: Excellent (highly advanced); Above expected level; Medium (midpoint, usual expected leve	

#### A MODEL AS A PRODUCT

#### RATING THE WORK SAMPLE

Student				Date
Teacher	ь	200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 - 200 -		Grade
Model Title			Rating	
Benchmark descriptor	s: 6 Exemplary; 5 Strong;	 4 Proficient, Standar	d; 3 Developing; 2 Emergir	ng; 1 Beginning
			sic; Limited; Below Expects	
			Medium (midpoint, usual e	
			ficient, poor, inexperienced,	- · · · · · · · · · · · · · · · · · · ·
	iguage Arts □ Soc	•	□ Math	□ Science
Model/Object:	Explanation:	Overall Information:	Overa	ll Attributes:
Detailed enough so others will learn; labeled parts when and where appropriate; colorful and attractive; object allows others to experience the model	(Either oral or written) describes model, how it works, why it is important. If oral, asks for questions and answers clearly	Title, credits, name, date; a visual design (optional)	Analyzes; sustains intellated Avid keen observer Inquisitive; effort to discusse Effort to gain knowledge Insights into cause and extends vocabulary; use Makes connections; thin Makes valid generalizati Plans in detail; recalls de Reflects logic and theore Seeks understanding and Sustained concentration; Synthesizes; takes in new Uses reference materials guidance	cover the how and why e; involved in topic effect; makes inferences as advanced vocabulary ks in the abstract ions etails etical thinking t truth t absorbs information

In response to TAG Coordinators' requests, the drafts for work samples for primary were developed. Feedback is requested. Please send your editing suggestions to Jackie Buisman/BESC/TAG.

Notes:

#### "SHOW AND TELL"

#### RATING THE WORK SAMPLE

Student			44-5a	Dat	e	
Teacher .		Grade				
"Show & Tell" Title				Rating		
Knowledge descr	iptors: Profound; Ad	vanced; General (stan	nt, Standard; 3 Developin dard); Basic; Limited; B ted level; Medium (midp	elow Expectation		
always at usual exp	pected level); Below e	expected level; Unski	llful (inefficient, poor, in	experienced, unde	eveloped)	
	Language Arts	☐ Social Stud	ies 🗆 N	<b>I</b> ath	□ Science	
Opening:	Body:	Presentation:	Demonstration and/or Visual Aids:	Ove	rall Attributes:	
Tells audience a little about what they will see; shows them items that will be described	Explains how long has known about topic; explain how first learned about the special item; Describes the item using several senses; explains feelings about item; tells about future plans for the special item;	Watches audience to make sure they understand; looks at audience; turns body toward all; shows the item to audience; speaks loudly, clearly, slowly; speaks in a friendly tone; asks for questions and answers clearly	Uses pictures, drawings, or objects to tell or show about the item; allows others to experience the item; makes sure the item is in view for everyone	Avid keen obse Inquisitive; effer why Effort to gain k Insights into ca inferences Extends vocabulary Makes connect Makes valid ge Plans in detail; Reflects logic a Seeks understar Sustained conce Synthesizes; tal thinker Uses reference	nowledge; involved in topic use and effect; makes alary; uses advanced ions; thinks in the abstract neralizations recalls details and theoretical thinking	

Notes:

## REPORT RATING THE WORK SAMPLE

Student			And December the conferences	Date
Teacher	ь			Grade
"Report" Ti	tle			Rating
Benchmark de	scriptors: 6 Exempl	ary; 5 Strong; 4 Prof	 icient, Standard: 3 Devel	oping; 2 Emerging; 1 Beginning
Knowledge des	criptors: Profound;	Advanced; General	(standard); Basic; Limited	d: Below Expectation
				nidpoint, usual expected level); Basic (not
always at usual	expected level); Bel	ow expected level; U	nskillful (inefficient, poo	r, inexperienced, undeveloped)
Sample State of the State of th	☐ Language Ai			
Overall information:	Introduction:	Body:	Summary:	Overall Attributes:
Title, credits, name; date; a visual design (optional) Understandable	Tells audience a little about what the topic is and why it is important.	Detailed enough so others will learn; uses examples to highlight the major idea.	Explains importance of the material presented; draws conclusions; If oral report, asks for questions and answers clearly	Analyzes; sustains intellectual effort Avid keen observer Inquisitive; effort to discover the how and why Effort to gain knowledge; involved in topic Insights into cause and effect; makes inferences Extends vocabulary; uses advanced vocabulary Makes connections; thinks in the abstract Makes valid generalizations Plans in detail; recalls details Reflects logic and theoretical thinking Seeks understanding and truth Sustained concentration; absorbs information Synthesizes; takes in new ideas; flexible

Notes:

Uses reference materials to locate information

with guidance

### "HOW-TO" RATING THE WORK SAMPLE

Student					Date
Teacher			_		Grade
"How-to" Title		Rating			
Benchmark d	lescriptors: 6 Exemplary	; 5 Strong; 4 Proficien	– t, Standard: 3 Develor	oing: 2 Emer	
Knowledge de	escriptors: Profound; Ad	vanced; General (stand	lard); Basic; Limited:	Below Exp	ectation
					al expected level); Basic (not
always at usua	l expected level); Below	expected level; Unskil	Iful (inefficient, poor,	inexperienc	ced, undeveloped)
	☐ Language Arts	☐ Social Studi		Math	□ Science
Opening:	Demonstration and Steps:	Presentation:	Visual Aids:		Overall Attributes:
Tells what they will learn; explains how learned this	Explains every step in order; numbers each step for the audience; uses hands-on materials or objects to describe the steps; explains one step at a time and demonstrates them (Note: students should have time to practice ahead with given requirements and expectations)	Watches audience to make sure they understand; waits several moments after stating each step; keeps the materials in view of entire group; looks at audience; turns body toward all; shows the item to audience; speaks loudly, clearly, slowly; speaks in a friendly tone; asks for questions and answers clearly	Shows each step with pictures and/or words; lists each step in correct order; Numbers each step; makes visual aids large enough and colorful enough for audience to enjoy	Avid keer Inquisitiv Effort to a Insights in Extends v Makes co Makes va Plans in d Reflects le Seeks und Sustained Synthesiz Uses refer	; sustains intellectual effort n observer re; effort to discover the how and why gain knowledge; involved in topic nto cause and effect; makes inferences rocabulary; uses advanced vocabulary nnections; thinks in the abstract lid generalizations letail; recalls details ogic and theoretical thinking derstanding and truth concentration; absorbs information ses; takes in new ideas; flexible thinker rence materials to locate information uidance

Notes: