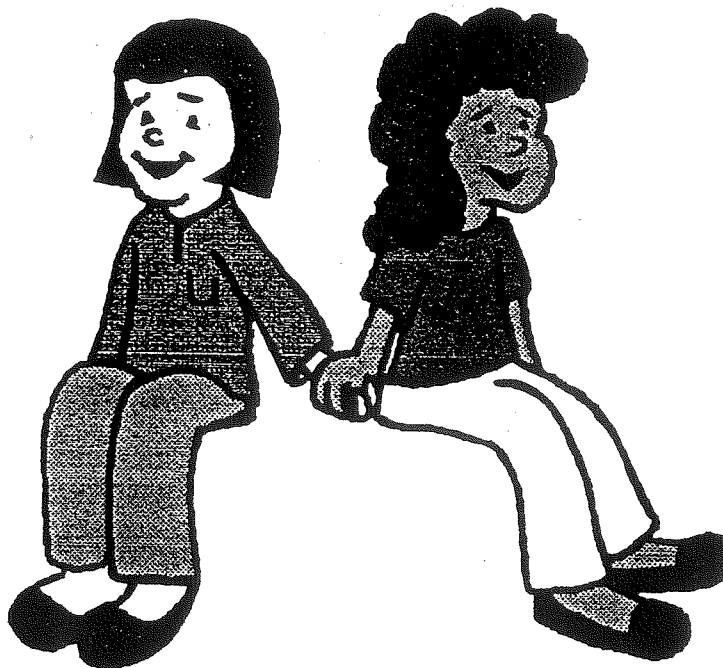


ASSESSING WORK SAMPLES

Jackie Buisman
PPS/TAG Office
916-3358



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.

Jackie Buisman
TAG Office
9/98

Introduction to Packet	2
Tasks for Rating:	
Demonstration	3
Model	4
"Show and Tell"	5
Report	6
"How to"	7
Illustration	8
KWL "Know, Want to Know and Learned"	9

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.

0249-3

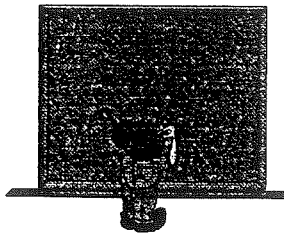
INTRODUCTION

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



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.

DEMONSTRATION

RATING THE WORK SAMPLE

Student _____

Date _____

Teacher _____

Grade _____

Demonstration Topic _____

Rating _____

Benchmark descriptors: 6 Exemplary; 5 Strong; 4 Proficient, Standard; 3 Developing; 2 Emerging; 1 Beginning**Knowledge descriptors:** Profound; Advanced; General (standard); Basic; Limited; Below Expectation**Skill descriptors:** Excellent (highly advanced); Above expected level; Medium (midpoint, usual expected level); Basic (not always at usual expected level); Below expected level; Unskillful (inefficient, poor, inexperienced, undeveloped) Language Arts Social Studies Math Science**Opening:****Demonstration:****Presentation:****Object or
Visual Aids:****Overall Attributes:**

Tells what they will learn; explains how learned this

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

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 thinker
Uses reference materials to locate information with guidance

Notes:

0244-5

A MODEL AS A PRODUCT

RATING THE WORK SAMPLE

Student _____

Date _____

Teacher _____

Grade _____

Model Title _____

Rating _____

Benchmark descriptors: 6 Exemplary; 5 Strong; 4 Proficient, Standard; 3 Developing; 2 Emerging; 1 Beginning

Knowledge descriptors: Profound; Advanced; General (standard); Basic; Limited; Below Expectation

Skill descriptors: Excellent (highly advanced); Above expected level; Medium (midpoint, usual expected level); Basic (not always at usual expected level); Below expected level; Unskillful (inefficient, poor, inexperienced, undeveloped)

Language Arts Social Studies Math Science

Model/Object:	Explanation:	Overall Information:	Overall 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 intellectual effort Avid keen observer Inquisitive; effort to discover the <i>how</i> and <i>why</i> 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 thinker Uses reference materials to locate information with guidance

Notes:

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.

“SHOW AND TELL” RATING THE WORK SAMPLE

Student _____

Date _____

Teacher _____

Grade _____

“Show & Tell” Title _____

Rating _____

Benchmark descriptors: 6 Exemplary; 5 Strong; 4 Proficient, Standard; 3 Developing; 2 Emerging; 1 Beginning

Knowledge descriptors: Profound; Advanced; General (standard); Basic; Limited; Below Expectation

Skill descriptors: Excellent (highly advanced); Above expected level; Medium (midpoint, usual expected level); Basic (not always at usual expected level); Below expected level; Unskillful (inefficient, poor, inexperienced, undeveloped)

Language Arts Social Studies Math Science

Opening:

Body:

Presentation:

**Demonstration
and/or Visual
Aids:**

Overall 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

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 thinker
Uses reference materials to locate information with guidance

Notes:

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.

0249-7

REPORT

RATING THE WORK SAMPLE

Student _____

Date _____

Teacher _____

Grade _____

“Report” Title _____

Rating _____

Benchmark descriptors: 6 Exemplary; 5 Strong; 4 Proficient, Standard; 3 Developing; 2 Emerging; 1 Beginning

Knowledge descriptors: Profound; Advanced; General (standard); Basic; Limited; Below Expectation

Skill descriptors: Excellent (highly advanced); Above expected level; Medium (midpoint, usual expected level); Basic (not always at usual expected level); Below expected level; Unskillful (inefficient, poor, inexperienced, undeveloped)

Language Arts Social Studies Math Science

Overall information:	Introduction:	Body:	Summary:	Overall Attributes:
Title, credits, name; date; a visual design (optional)	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 <i>how</i> and <i>why</i> 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 thinker Uses reference materials to locate information with guidance
Understandable				

Notes:

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.

0248-8

"HOW-TO" RATING THE WORK SAMPLE

Student _____
Teacher _____
"How-to" Title _____

Date _____
Grade _____
Rating _____

Benchmark descriptors: 6 Exemplary; 5 Strong; 4 Proficient, Standard; 3 Developing; 2 Emerging; 1 Beginning

Knowledge descriptors: Profound; Advanced; General (standard); Basic; Limited; Below Expectation

Skill descriptors: Excellent (highly advanced); Above expected level; Medium (midpoint, usual expected level); Basic (not always at usual expected level); Below expected level; Unskillful (inefficient, poor, inexperienced, undeveloped)

- Language Arts Social Studies 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

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 thinker
Uses reference materials to locate information with guidance

Notes:

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.