Performance Descriptors and Classroom Assessments

This presentation is designed to help groups of teachers use the Performance Descriptors and the Classroom Assessments. Before using this with groups of teachers review the presentation and print some of the items found on the website or CD to facilitate the group activities.
Topics In This Presentation

- Standards as Achievement Targets
- Performance Descriptors
- Classroom Assessments
- Student Work Samples
- Activities for Staff Development
- Use www.isbe.net to find resources
Standards Are Achievement Targets

- Goals
- Learning Standards
- Benchmarks
- Performance Descriptors
• **Goals** are the most general of the statements about learning. There are 30 state goals over seven learning areas.

• **Learning Standards** are aligned under each goal area. The Illinois Learning Standards in some learning areas such as Social Science are still broad statements. However, most of the process standards in Reading and Math are more specific.

• **Benchmarks** further describe learning at 5 levels:
  – Early Elementary
  – Late Elementary
  – Middle/Junior High
  – Early High School
  – Late High School

• **Performance Descriptors** are resources that help to make the standards and benchmarks more specific. They evolved from the State Goals and Standards with each layer adding more detail and specificity.
  1. The primary purpose of the Performance Descriptors is to provide educators with clear descriptions of the performance expectations for the ILS stage by stage (grade by grade).
  2. Performance Descriptors supplement the ILS. The descriptors are not required, nor are they an exhaustive listing of all expectations.
  3. Performance Descriptors are classroom resources to help teachers plan their own curriculum.
  4. The current Performance Descriptors are available on the ISBE web-site ([www.isbe.net](http://www.isbe.net))
**Illinois Learning Standards**

**Goal:**
- State Goal 1: Read with understanding and fluency.

**Standards**
- **A.** Apply word analysis and vocabulary skills to comprehend selections.
  - 1.1a: Apply word analysis skills (e.g., phonics, word patterns) to recognize new words.
  - 1.1b: Recognize irregular words using context clues and prior knowledge; verify meanings with resources.
- **B.** Apply reading strategies to improve understanding and fluency.
  - 2.1a: Establish purpose for reading, make predictions, connect important ideas, and relate to previous experiences and knowledge.
  - 2.1b: Identify themes and concepts in a text and their relationship to the purpose of reading.
- **C.** Comprehend a broad range of reading materials.
  - 3.1a: Use information to form questions and evaluate predictions.
  - 3.1b: Identify important ideas and main ideas.

**Benchmark Levels**
- **Early Elementary:**
- **Late Elementary:**

**Benchmark Statements**

**WHY THIS GOAL IS IMPORTANT:**
- Reading is meaningful. It is the process by which people gain information and ideas from books, newspapers, magazines, letters, comics, advertisements, and a host of other materials. Using strategies for constructing meaning before, during, and after reading will help students connect what they read now with what they have learned in the past. Students who read well and verify build a strong foundation for learning in all areas of life.
# Performance Descriptors for Illinois Learning Standards

<table>
<thead>
<tr>
<th>Early Elementary</th>
<th>Late Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 1-3</td>
<td>Grades 4 - 5</td>
</tr>
<tr>
<td>Stage A</td>
<td>Stage D</td>
</tr>
<tr>
<td>Grades 1-2</td>
<td>Grades 3-4-5</td>
</tr>
<tr>
<td>Stage B</td>
<td>Stage E</td>
</tr>
<tr>
<td>Grades 1-2-3</td>
<td>Grades 4-5-6</td>
</tr>
<tr>
<td>Stage C</td>
<td></td>
</tr>
<tr>
<td>Grades 2-3-4</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Middle/Junior High School</th>
<th>Early High School</th>
<th>Late High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 6 - 8</td>
<td>Grades 9-10</td>
<td>Grades 11-12</td>
</tr>
<tr>
<td>Stage F</td>
<td>Stage I</td>
<td>Stage J</td>
</tr>
<tr>
<td>Grades 5-6-7</td>
<td>Grades 8-9-10</td>
<td>Grades 10-11-12</td>
</tr>
<tr>
<td>Stage G</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 6-7-8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 7-8-9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Performance Descriptors

- The design of the Performance Descriptors is to show increased performance incrementally through 10 stages of educational development.
- This means the content, skills and reasoning get more in depth as the continuum is followed through stage J.
- This does not mean that the students in 1st grade or 2nd grade don’t reason—rather they reason like 1st or 2nd graders.
- There are 10 stages for each standard.
- The stages can roughly correspond to grade levels. Stage A is for 1st grade, Stage J is for the late high school level.
- However, a range of grades could be part of each stage, because students in your class are not all at the same place at the same time.

Example
- If a 2nd grade teacher working on curriculum wanted to know where to begin, the suggestion is to start with stage B but also to look back at Stage A and ahead to Stage C.
- Schools also have different curricula and may have items from one stage at a different grade level from another school.
Stage B: Goals, Standards and Performance Descriptors

**Goal 1:** Read with understanding and fluency.

**Standard 1A:** Apply word analysis and vocabulary skills to comprehend selections.

**Benchmark 1A.1a.** Apply word analysis skills (e.g., phonics, word patterns) to recognize new words.

**Performance Descriptors**
- Use phonics to decode new words in age-appropriate material.
- Use **phonological awareness** knowledge (e.g., isolate, blend, substitute, manipulate letter sounds) to identify phonetically regular one and two syllable words.
- Recognize 300 high frequency sight words.
- Use a variety of **decoding** strategies (e.g., **phonics**, word patterns, structural **analysis**, **context clues**) to recognize new words when reading age-appropriate material.
Specificity of Statements

The previous slide shows an example of the hierarchy from Goal to Performance Descriptors for Stage B, which could be the 2nd grade level.

• **Goal 1** is a very broad statement. Basically, it says we want students to know how to read.

• **1A** is the standard. It is the first breakdown and the initial target for learning. It would be repeated in many lessons.

• **1A.1a** is the Benchmark statement. It helps to define the standard further. This statement is more specific than the standard.

• **Descriptors** are listed at the bottom of the slide. These are very specific and help to clarify the standard. Notice the grain size of the statement. These statements are more at the level for teaching and assessing in the classroom. Several of these statements could be put together in the same unit of study and even combined with descriptors from other ELA Standards or those from a different learning area.
Performance Standards

include all of the following:

- Performance Descriptor
- Assessment Task
- Performance Levels (based on a Rubric) with Student Work Samples

The performance descriptors and assessment tasks were written by teachers. Teachers field tested each assessment and scored the student work samples.
Classroom Assessments

Each assessment is organized in the following manner:

Performance Standard

Procedures for Instruction, Assessment, and Evaluation

Time Frame

Resources

Exemplars at Meets and Exceeds levels

See Teacher’s Guide to Classroom Assessments on CD or www.isbe.net for more information
RUBRIC: Continuum of Evidence
From Present/Correct to Absent/Incorrect

Evidence is Present and Correct

<table>
<thead>
<tr>
<th>Exceeds</th>
<th>Evidence is Absent or Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>All or almost all evidence is present and correct</td>
<td>Little evidence is absent or incorrect</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meets</th>
<th>Evidence is Absent or Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most evidence is present and correct</td>
<td>Some evidence is absent or incorrect</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approaches</th>
<th>Evidence is Absent or Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some evidence is present and correct</td>
<td>Most evidence is absent or incorrect</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Begins</th>
<th>Evidence is Absent or Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little evidence is present and correct</td>
<td>All or almost all evidence is absent or incorrect</td>
</tr>
</tbody>
</table>
Award Certificate for a Character

See English/Language Arts assessments on [www.isbe.net](http://www.isbe.net) for task specific RUBRIC’s

<table>
<thead>
<tr>
<th>NAME ____________________</th>
<th>DATE ____________________</th>
</tr>
</thead>
</table>

- **Exceeds** 15 - 16 total points
- **Meets** 11 - 14 total points
- **Approaches** 7 - 10 total points
- **Begins** 4 - 6 total points

<table>
<thead>
<tr>
<th>Certificate Accuracy and Appearance</th>
<th>Use of Literary Elements</th>
<th>Basis for Interpretation</th>
<th>Comprehension/Connection to Real World</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>• Certificate is neat and attractive.</td>
<td>• Effective use of references to the text.</td>
<td>• Articulates clear understanding of the meaning of the story.</td>
</tr>
<tr>
<td></td>
<td>• Certificate title is appropriate for character</td>
<td>• Effective use of references to the text.</td>
<td>• Expands understanding to other situations and instances, especially those from the student’s world.</td>
</tr>
<tr>
<td></td>
<td>• All information is accurate</td>
<td>• Clearly distinguishes between main ideas and details</td>
<td>• Elicits evidence to assure others see similar connections.</td>
</tr>
<tr>
<td></td>
<td>• Four or more reasons (accomplishments) are provided</td>
<td>• Clearly distinguishes between explicit and inferred information used as reason for reader’s opinions</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>• Certificate is neat and attractive</td>
<td>• Identifies and makes use of most of these story elements: Plot/subplot Character Setting Theme Conflict Resolution</td>
<td>• Articulates clear understanding of meaning of story.</td>
</tr>
<tr>
<td></td>
<td>• Certificate title is appropriate for character</td>
<td>• Effective use of references to the text.</td>
<td>• Expands understanding to other situations and instances, especially from student’s world.</td>
</tr>
<tr>
<td></td>
<td>• All information is accurate</td>
<td>• Usually distinguishes between main ideas and details.</td>
<td></td>
</tr>
</tbody>
</table>
In your group:
• Choose one of the following four examples given in this power point (Stage D – KWL Chart, Stage E – Dear Abbey, Stage F – Award Certificate for a character, Stage H – Story Scrapbook, Stage J – Letter to the Editor);
• read the task;
• review the rubric and identify the dimensions used in this task. Look at the evaluation procedure (last step) in the assessment;
• evaluate the two student work samples using the rubric provided with the assessment item; and
• determine which sample meets the criteria and which sample exceeds the criteria.
K-W-L Chart

**Performance Standard 1B.D**
Prepare a K-W-L chart, applying the following strategies while reading a nonfiction selection accordingly:

- **Inferring**: Accurately infer answers to four questions.
- **Identifying a purpose for reading**: Correctly chose purpose for reading and select appropriate information to answer all questions; list four or more questions in the “W” part of the chart.
- **Connecting prior knowledge**: List more than four things about the topic.
- **Comprehending**: List four or more answers in the “L” part of the chart.

**Procedures**
_In order to understand reading strategies to improve understanding and fluency (1B),_ students should experience sufficient learning opportunities to develop the following:

- Choose purposes for reading before and during reading.
- Infer before, during, and after reading.
- Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.
- Make connections to related topics or to other situations.
- Clarify understanding continuously (read ahead, use visual clues) during reading.
- Apply self-monitoring techniques to adjust rate and utilize various resources according to purposes and materials.
2. Have students review and discuss the K-W-L chart and task to be completed, and how the rubric will be used to evaluate it. Go through a K-W-L demonstration activity on the board with all students participating (see sample K-W-L chart).

3. Distribute copies of the K-W-L chart worksheet, which each student is to complete independently. Have each student choose a nonfiction text (or assign one) and complete the K and W portions of the chart drawing on prior knowledge and background knowledge. Ask students to list four things they know about the topic under “K” and four questions about things they would like to learn about under “W.” On the back of their K-W-L charts, ask student to make predictions to answer the questions they asked in the W part of the chart.

4. While they are reading the text, have students write answers to their questions under “L” on the chart as they find the information. Students should check their predictions for accuracy during reading to confirm or reject their original predictions. Students should make note which information was not available in the reading selection to answer their questions. (See example.)

5. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.
K-W-L Chart

Examples of Student Work
• Meets
• Exceeds

Time Requirements
• Two class periods

Resources
• Copies of K-W-L Chart
• Nonfiction text
• Technology if appropriate and available
• K-W-L Chart Rubric
# K-W-L Chart

<table>
<thead>
<tr>
<th></th>
<th>Inference</th>
<th>Purpose for reading</th>
<th>Connecting Prior Knowledge</th>
<th>Comprehension</th>
</tr>
</thead>
</table>
| 4 | • Student accurately infers answers to 4 of his/her questions.            | • Student correctly chose purpose for reading and selected appropriate information to answer all of his/her questions.  
  • Student listed 4 or more questions in the “W” part of the chart. | • Student listed more than 4 things he/she knows about the topic.                     | Student correctly listed 4 or more answers in the “L” part of the chart.                  |
| 3 | • Student accurately infers answers to 3 of his/her questions             | • Student usually chose purpose for reading and selected appropriate information to answer 3 questions.  
  • Student listed 3 questions in the “W” part of the chart. | • Student listed 3 things he/she knows about the topic.                             | • Student correctly listed 3 answers in the “L” part of the chart.                         |
## Sample K-W-L Chart

**TOPIC – TORNADOES**

<table>
<thead>
<tr>
<th><strong>K</strong></th>
<th><strong>W</strong></th>
<th><strong>L</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What I Know</strong></td>
<td><strong>What I Want to Learn</strong></td>
<td><strong>What I Learned</strong></td>
</tr>
<tr>
<td>Tornadoes are powerful storms.</td>
<td>When do tornadoes happen?</td>
<td>Tornadoes happen during certain months.</td>
</tr>
<tr>
<td>The wind whirls in a circle.</td>
<td>What kind of damage do they do?</td>
<td>They can injure people.</td>
</tr>
<tr>
<td>Some states do not have tornadoes.</td>
<td>What should I do if a tornado comes?</td>
<td>Seek shelter.</td>
</tr>
<tr>
<td>Tornadoes do not have snow in them.</td>
<td>Do we have tornadoes in our state?</td>
<td>Yes, we do.</td>
</tr>
</tbody>
</table>

This answer was not found in the article that I read.
K-W-L Chart
Student Work Samples

Wait until the activity is finished before moving to the next slide.
K-W-L Chart

“Meets”

<table>
<thead>
<tr>
<th>Selection Title: Grandma Moses Painter of Rural America</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K</strong></td>
</tr>
<tr>
<td>What I Know</td>
</tr>
<tr>
<td>She was a painter. She was old. She was born before Lincoln was president. She also lived to be 101.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Predictions/Inferences</th>
<th>Verification from Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think she did pictures of outdoor scenes. I think she lived in the rural of America. I think she was born when she began painting. I think painting is her favorite hobby.</td>
<td>From an older friend.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grandma Moses</th>
</tr>
</thead>
<tbody>
<tr>
<td>She was interested in outdoor scenes. She lived in Virginia for 20 yrs. and had 10 kids. She died. Her husband died after 40 yrs. of marriage in 1927. When she was 80 a dealer asked her to come to New York City for a art show with her art. She was 88 and still painting.</td>
</tr>
</tbody>
</table>
The field test teachers suggested the following points:
Student accurately inferred answers to most questions and chose appropriate information from the text to verify predictions and answer questions.
K-W-L Chart
“Exceeds”
K-W-L Chart
“Exceeds”

The field test teachers suggested the following points:

Student presented appropriate questions for W in K-W-L and provided accurate answers to all of those questions after having read the text. Likewise the 6 predictions are insightful and well verified.
Dear Abbey-Colonial Style

Performance Standard 3C.E
Assume the roles of a colonial young person and an adult to compose letters from each and communicate ideas accordingly:

- **Using language and style**: Reflect the age, education, and culture of the letter writer; fit word choices to the time period in a creative manner; write a well-organized letter with good paragraphing and transitions.
- **Including well-developed content**: State a problem/response that reflects circumstances and situation unique only to youth living in Colonial times; include a problem/response that is clearly explained and well developed; avoid errors that have an impact on conveying ideas.
Dear Abbey-Colonial Style

Procedures

1. **In order to communicate ideas in writing to accomplish a variety of purposes (3C),** students should experience sufficient learning opportunities to develop the following:
   - Use appropriate language, detail, and format for a specified audience.
   - Write creatively for a specified purpose and audience (e.g., short story, poetry, play, song, friendly letter).
   - Use available technology to design, produce, and present compositions and multimedia works.

2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.

3. Have each student assume the role of a young person living during colonial times. Collaborate with the American history teacher to ensure students will have had the following learning opportunities: studied the Colonial period in American history and/or read literature from the era; been involved in appropriate pre-writing activities that required them to think about various problems/conflicts for young people of the Colonial period, and become familiar with advice-column formats and age-appropriate examples.

4. Have students think of a problem that would be typical of that era.

5. Have each student write a multi-paragraphed letter to Colonial Dear Abby to ask for advice regarding a problem. The problem should reflect conditions and circumstances representative of Colonial times.

6. Later, ask students to trade letters, assume the role of a Colonial Dear Abby, and write a letter suggesting solutions to the problem that was “sent” to Colonial Dear Abby.

7. Evaluate each student’s letter to Colonial Dear Abby and the student’s Colonial Dear Abby response letter, using the rubric. Add each student’s scores to determine the performance level.
Dear Abbey-Colonial Style

Examples of Student Work
• Meets
• Exceeds

Time Requirements
• Two class periods

Resources
• Dear Abbey Colonial Style Rubric
### DEAR ABBY—COLONIAL STYLE

<table>
<thead>
<tr>
<th>NAME____________________</th>
<th>DATE____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Exceeds 15 - 16 total points</td>
<td>□ Approaches 7 - 10 total points</td>
</tr>
<tr>
<td>□ Meets 11 - 14 total points</td>
<td>□ Begins 4 - 6 total points</td>
</tr>
</tbody>
</table>

#### Letter From the Young Person With the Problem

<table>
<thead>
<tr>
<th>Language and Style</th>
<th>Content</th>
<th>Language and Style</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Language and style reflect the age, education, and culture of the young person.</td>
<td>• Problem reflects circumstances and situation unique only to youth living in Colonial times.</td>
<td>• Language and style reflect the age, education, and culture of the young person.</td>
<td>• Proposed solution addresses the problem directly.</td>
</tr>
<tr>
<td>• Word choices fit the time period in a creative manner.</td>
<td>• Problem is clearly explained and well-developed.</td>
<td>• Language and style reflect that of an adult.</td>
<td>• Solution reflects circumstances and situations unique to Colonial times.</td>
</tr>
<tr>
<td>• Letter is well organized with good paragraphing and transitions.</td>
<td>• Errors are non-existent or have minimal impact on conveying ideas.</td>
<td>• Language and style reflect the time period and culture in a creative manner.</td>
<td>• Response is well-developed, well-organized and clear.</td>
</tr>
</tbody>
</table>

#### Letter from Colonial Dear Abby

<table>
<thead>
<tr>
<th>Language and Style</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Language and style generally reflect the age, education, and culture of the young person.</td>
<td>• Proposed solution addresses the problem directly.</td>
</tr>
<tr>
<td>• Most word choices fit the time period in a creative manner.</td>
<td>• Solution reflects circumstances and situations that could occur in Colonial times.</td>
</tr>
<tr>
<td>• Problem reflects circumstances and situation that could occur in Colonial times.</td>
<td>• Response is well-developed, well-organized and clear.</td>
</tr>
<tr>
<td>• Problem is clearly explained and well-developed.</td>
<td>• Language and style usually reflect the time period and culture in a creative manner.</td>
</tr>
</tbody>
</table>
Dear Abbey-Colonial Style
Student Work Samples

Two pages for each.

Wait until the activity is finished before moving to the next slide.
May 19, 1963

Dear Abbey,

My parents will call me if I am at school and I live in Massachusetts and only live with my mom and sister.

I have a problem with my mom. She always does her homework, washes the laundry, and Baths me, with help. But when my mom was in my house, she spilled some dishwater on my clothes. She told me to get in a skirt and she is not with the branches all the time, and when my sisters was playing, she picked it up. Then my mom screwed her face, but I was away. So we couldn’t find her in the house. She was then down the road and she had money when she left. She had 2 shoes on her feet. What can be done to make my mom be very strict and help the whole family together and the most1 parents had was hard.

Sincerely,
[Signature]

Dear Worried in Massachusetts,

I am sorry that you got hit with the branches and have to do all your mamas work. Here are some suggestions you could try. You could try doing something you won’t get hit for. You could try helping your mom with her work but she’s probably making you don’t all wrong what you said in your letter. You said you wanted to keep your country together well you and your sister could try to behave better. And you could try to do something nice. Like doing her work without her asking you to.

I hope my advice helps some. Please let me know how things go.

Good luck,
Abby
Dear Abbey-Colonial Style

“Meets”

The field test teachers suggested the following points:

The letter written form the young person, does have a major error in the closing paragraph. It needs NOT added in front of very. This conveys the incorrect message as it is written by the student. The theme used is not one unique to Colonial times. In addition, both letters contain several grammatical errors.
Dear Abby,

May 17, 1701

My name is 'Chris'. I am a colonial child of age 11. We live in the colony of Massachusetts. I have one brother named 'Willy'.

I am very scared to go to school because my school master 'Skooghammer' and he is so strict and I just want to go away from him every time I see him walk in the school.

Two days ago my friend dropped a pencil and Skooghammer got so mad that he slapped my friend in the face and gave him a black eye. The next day Willy got into mischief and not doing his paper and Skooghammer punched him in the gut.

What can I do to stop this from happening again? Can you give me some good advice?

Troubled in Massachusetts
Chris

Dear Troubled in Massachusetts,

Skooghammer's punishments sound very strict. Leaving school wouldn't be very smart. That might make him angrier.

Try helping 'Willy' with his school work at home. Your friend should keep his pencils in his pockets. Don't talk back or stand up against 'Skooghammer'.

The only advice I can give you is put up with 'Skooghammer' for the rest of the year. Hopefully there will be a new teacher coming next year. 'Skooghammer' seems more of a bully than a teacher. Hope the rest of the school years easier.

May 20, 1701

Abby
Dear Abbey-Colonial Style

“Exceeds”

The field test teachers suggested the following points:

Student uses language, style and problem that is appropriate for time period reflected in letter written from the colonial young person. Dear Abby’s response addresses the problem adequately, providing a solution appropriate for Colonial times. Both letters are well written with minimal errors.
Award Certificate for a Character

Performance Standard 1B.F
Students will select a character from among stories they have read and create an award certificate based upon literal and inferential information. In a three to five minute speech, the student will present the criteria used for the award accordingly:

• **Developing certificate accuracy and appearance:** create a neat and attractive appearance; include title for character; include accurate information; provide reasons (accomplishments) for certificate.
• **Using literary elements:** identify and make use of story elements (e.g., plot/subplot, character, setting, theme, conflict, resolution); manipulate the storyline in a way that supports the award.
• **Developing a basis for interpretation:** use text references; distinguish between main ideas and details; distinguish between explicit and inferred information used as reason for reader’s opinions.
• **Comprehending connecting to real world:** articulate understanding of the meaning of the story; expand understanding to other situations and instances, especially those from the student’s world; elicit evidence to assure others see similar connections.
Award Certificate for a Character

Procedures
1. *In order to apply reading strategies to improve understanding and fluency (1B)*, students should experience sufficient learning opportunities to develop the following:
   - Build and support plausible interpretations with evidence from the text through collaboration with others.
   - Make connections to real world situations or related topics before and during reading.
   - Identify main plot elements, conflicts, and themes in a variety of texts.
   - Distinguish between significant and minor details.
   - Connect and clarify main ideas and concepts and identify their relationship to other sources and topics.
   - Demonstrate an accurate understanding of important information in the text by focusing on key ideas presented explicitly and implicitly.
   - Summarize ideas from text to make and defend accurate inferences about character traits and motivations.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. After having read several short stories or novels, students are told to select a character who they feel deserves a certificate award for demonstrating traits that would make that character a hero during that time and under those circumstances [setting of the story] and during the present time.
Award Certificate for a Character

Procedures continued

4. Students will independently create the award certificate during class time starting only with the generic form provided. (The final certificate must be based on literal and inferential information taken from the story.)

5. After his/her certificate is completed, each student will present a 3-5 minute “awards ceremony” speech explaining why the character deserves the award both then and now. All evidence must come from the story.

6. Statements of “reasons” must distinguish between both major and minor accomplishments of the character and between obvious and implied qualities that would make the character a hero both today and during the time the story takes place.

7. Evaluate each student’s awards presentation using the rubric. Add each student’s scores to determine the performance level.
# Award Certificate for a Character

## Examples of student work
- Meets
- Exceeds

## Resources
- Copies of all stories read
- Copies of the generic award certificate
- Writing materials
- Clock or stop watch
- Award Certificate for a Character Rubric

## Time Requirements
- Three to five minutes per student for presentations
- Awards should be presented after several novels/stories have been read (several weeks into the term) so that students have many characters from which to choose.
- Total time required for project is approximately nine weeks.

---

Award Certificate for a Character

Awarded to

__________________________________________________________________

In recognition of the following accomplishments:

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

Given the _____day of _____________, in the year ___________

By

__________________________________________________________________
**Award Certificate for a Character**

Rubric note: *This rubric evaluates content of certificate and the justification for its presentation.*

<table>
<thead>
<tr>
<th>Certificate Accuracy and Appearance</th>
<th>Use of Literary Elements</th>
<th>Basis for Interpretation</th>
<th>Comprehension/Connection to Real World</th>
</tr>
</thead>
</table>
| 4                                  | •Certificate is neat and attractive.  
•Certificate title is appropriate for character  
•All information is accurate  
•Four or more reasons (accomplishments) are provided  
•Identifies and makes use of these story elements:  
  - Plot/subplot  
  - Character  
  - Setting  
  - Theme  
  - Conflict  
  - Resolution  
•Effectively manipulates the storyline in a way that supports the award. | •Effective use of references to the text.  
•Effective use of references to the text  
•Clearly distinguishes between main ideas and details  
•Clearly distinguishes between explicit and inferred information used as reason for reader’s opinions | •Articulates clear understanding of meaning of the story  
•Expands understanding to other situations and instances, especially those from the student’s world  
•Elicits evidence to assure others see similar connections |
| 3                                  | •Certificate is neat and attractive  
•Certificate title is appropriate for character  
•All information is accurate  
•Identifies and makes use of most of these story elements:  
  - Plot/subplot  
  - Character  
  - Setting  
  - Theme  
  - Conflict  
  - Resolution  
•Effectively manipulates the storyline in a way that supports the award. | •Effective use of references to the text.  
•Usually distinguishes between main ideas and details. | •Articulates clear understanding of meaning of story  
•Expands understanding to other situations and instances, especially from student’s world |
Award Certificate for a Character
Student Work Samples

Wait until the activity is finished before moving to the next slide.
Award Certificate for a Character

“Meets”

Awarded to

Robin Lee

In recognition of the following accomplishments:

• Robin is responsible.
• Robin is kind, even to those who are mean to her.
• Robin never gives up.
• Robin doesn’t judge people by their outside appearance.

Given the 5th day of March, in the year 2023.

By
Award Certificate for a Character

“Meets”

The field test teachers suggested the following points:

Student gives accurate, clear understanding of story using effective text references. Usually, the student distinguishes between main ideas and details. Overall the certificate is neat and attractive.
Award Certificate for a Character

“Exceeds”

Awarded to

Maria

In recognition of the following accomplishments:

- She saved many lives including Shahrazad.
- She risked her own life to help others.
- She helped the Sultan’s relationship with Shahrazad.
- She was disabled and she still did all these things.

Given the ___ day of March, in the year 2002.

By
Award Certificate for a Character
“Exceeds”

The field test teachers suggested the following points:

Student displays an extremely clear understanding of the story. Outstanding identification and use of literary elements are used to support the award. Frequent connections to student's world are given. Certificate is neat and attractive.
Performance Standard 2A.H

After reading and discussing several literary works (e.g., fiction – Animal Farm, Lord of the Flies, The Giver and nonfiction – The Diary of Anne Frank) as a class, pairs of students will develop a comparison worksheet using one nonfiction selection and one fiction selection for a class scrapbook accordingly:

- **Identifying key elements**: identify key elements such as title, author, author’s point of view, setting characters, characterization techniques, culture, conflict, and theme; identify the details that reveal the genre, historical period, political/social content, symbolic pictures; place differences in proper place on worksheet; place similarities in proper place on worksheet.

- **Developing story scrapbook page**: use all components on the scrapbook page; use correct English conventions; use symbolic pictures.
Procedures

1. In order to understand how literary elements and techniques are used to convey meaning (2A), students should experience sufficient learning opportunities to develop the following:
   - Read extensively.
   - Explain how an author uses specific techniques to achieve intended effect.
   - Explain how specific techniques (e.g., dialect) enhance characterization.
   - State how changes in technique might affect aspects of the story.
   - Analyze nonfiction (e.g., 5 W’s).
   - Identify details that reveal the genre used (e.g., short stories, novels, dramas, poetry, biographies).
   - Use textual structure, word choice and style to identify details that reveal the author’s viewpoint.

2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.

3. The student will have prior knowledge of literary genres, story elements, literary terms, culture/society, and historical periods.

4. Familiarize students with the concept of scrapbooks.

5. The students will be divided into pairs.
Procedures continued

6 After reading, summarizing, and discussing several literary works as a class, the pairs will select two literary works, one fiction and one non-fiction, for the development of two scrapbook pages.

7 The pair will develop one scrapbook worksheet page based on one fiction selection and one scrapbook task sheet page based on one nonfiction selection.

8 The following information will be included on the scrapbook task sheet for each type of literature:
   - Title
   - Author and author’s point of view
   - Setting (place and time period) (When, where)
   - Major character (Who)/characterization techniques used (one example) (e.g., thoughts/feelings/speech/ behavior/opinion/reactions/personality/physical traits)
   - Culture
   - Conflict (Why) Major/Minor
   - Theme (What)
   - Literary term
   - Identify the details that reveal the genre
   - Historical period
   - Political/Social Content (if applicable)
   - Symbolic pictures

9 The information recorded on the task sheet will be used to develop two scrapbook pages.

10 Evaluate each student’s performance using the rubric. Add each student’s scores to determine the performance level.
Story Scrapbook

Examples of Student Work
- Meets
- Exceeds
- Time Requirements
  - Two to three class periods

Resources
- Literary selections
- Writing materials/art supplies
- Copies of the task sheet
- Story Scrapbook Rubric
<table>
<thead>
<tr>
<th>Elements</th>
<th>Fiction</th>
<th>Nonfiction</th>
<th>Similar/Different</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: Author:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Author's Point of View:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Setting: Place: Time Period:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Character(s) and characterization techniques used (one example): (e.g., thoughts, feelings, speech, behavior, opinions, reactions, personality, physical traits)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### STORY SCRAPBOOK

<table>
<thead>
<tr>
<th>Elements</th>
<th>Story Scrapbook Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td><strong>Identifies all key elements:</strong>&lt;br&gt;- Title&lt;br&gt;- Author&lt;br&gt;- Author’s point of view&lt;br&gt;- Setting&lt;br&gt;- Characters&lt;br&gt;- Characterization techniques&lt;br&gt;- Culture&lt;br&gt;- Conflict&lt;br&gt;- Theme&lt;br&gt;- Literary term&lt;br&gt;- Details that reveal techniques&lt;br&gt;- Genre&lt;br&gt;- Historical Period&lt;br&gt;- Political/Social Content&lt;br&gt;- Symbolic pictures&lt;br&gt;- Consistently places differences in proper place on worksheet.&lt;br&gt;- Consistently places similarities in proper place on worksheet.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Identifies 10-11 key elements:</strong>&lt;br&gt;- Title&lt;br&gt;- Author&lt;br&gt;- Author’s point of view&lt;br&gt;- Setting&lt;br&gt;- Characters&lt;br&gt;- Characterization techniques&lt;br&gt;- Culture&lt;br&gt;- Conflict&lt;br&gt;- Theme&lt;br&gt;- Literary term&lt;br&gt;- Details that reveal techniques&lt;br&gt;- Genre&lt;br&gt;- Historical Period&lt;br&gt;- Political/Social Content&lt;br&gt;- Symbolic pictures&lt;br&gt;- Consistently places differences in proper place on worksheet.&lt;br&gt;- Consistently places similarities in proper place on worksheet.</td>
</tr>
</tbody>
</table>
Story Scrapbook
Student Work Samples

Two samples for each

Wait until the activity is finished before moving to the next slide.
Story Scrapbook
“Meets”
Story Scrapbook
“Meets”

Short Story
She came from an upper class family
There was so much in the world to be done
and she didn't know where to start
She was fighting poverty

Late 1800's early 1900's
Providing everything everyone needed

Third person point of view told by the narrator
Life story of Jane Addams in Chicago, IL
Peace and Bread Story of Jane Adams

Jane Addams
Caring and concerned about people who didn't have anything.

Stephanie Sammartino McPherson
Giving is better than receiving
Story Scrapbook

“Meets”

The field test teachers suggested the following points:

Most of the items from the task sheet appear on the pages. Items are labeled. Basic descriptions of the story components are noted.
The Diary of Anne Frank

It was very hard for Jewish people during the war. Even the Nazis fought in hiding such a very difficult time.

"Exceeds"

Play Version
by Nancy Goodrich

Robert Pickett

"Exceeds" (page 1)

"The Diary of Anne Frank was written

in 1947 by Anne Frank. It was first

published in 1947. The book tells

the story of Anne Frank, who lived

in hiding during the war."

"The main conflict in the story was

between Anne and her father.

Anne wanted to be a writer, while her father wanted her to

be a nurse."

"The writing of this story was in

the 1940s, during World War II.

The diary was first published in

1947."
Story Scrapbook
“Exceeds”
Story Scrapbook
“Exceeds”

The field test teachers suggested the following points:

All elements but one are correct and most appear on the scrapbook pages. Details on the pages are clearly and logically presented.
Letter to the Editor

Performance Standard 3C.J

Each student will write a letter to the editor of his/her local newspaper in which he/she addresses a current issue in the community. He/she will then write a friendly letter to a friend or pen pal who lives in a different region, telling the friend what he/she wrote about in the letter to the editor. The two letters will be evaluated for adjustments to audience and occasion, with an emphasis on adjustments to style, tone, level of formality, vocabulary, format, and structure, and the results will be rated accordingly:

LETTER TO THE EDITOR

• *Formatting the letter:* include the components of a business letter (i.e., return address, date, inside address, salutation, body, closing, signature); place components (e.g., margins, spacing, paragraphing, sequence of components) on the page; punctuate components.

• *Organizing content – Message and Tone:* include five required parts of the message (i.e., person addressed, nature of the problem, how it was discovered, what will satisfy the writer, how to reach writer) in the body; use formal tone; use appropriate language.

INFORMAL (FRIENDLY) LETTER

• *Formatting the letter:* include components of the friendly letter (i.e., date, salutation, body, closing, signature); place components (e.g., margins, spacing, paragraphing, sequence of components) on the page; punctuate components.

• *Organizing content – Message and Tone:* include in the body, the parts of the message recorded in the business letter; use informal tone.
Letter to the Editor

Procedures

1. **In order to communicate ideas in writing to accomplish a variety of purposes (3C)**, students should experience sufficient learning opportunities to develop the following:
   - Write on one topic for different audiences by adjusting tone, voice, vocabulary, and grammar conventions.
   - Accomplish the assumed purpose (e.g., job application, resume, petition).
   - Apply appropriate format and structure that effectively address a variety of real-life situations.
   - Adjust voice, tone, vocabulary, and grammatical conventions according to purpose and audience.
   - Evaluate a variety of compositions for purpose, structure, content, and details.

2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.

3. Students will have studied letters to the editor and friendly letters with an emphasis on the proper tone, style, format, and vocabulary for each.

4. Students will have written several practice letters to the editor and friendly letters prior to the assessment.

5. Each student will write a letter to the editor of the local newspaper on a topic selected by the student of with limited support from the teacher.

6. Each student will then write a friendly letter to someone outside the circulation area of the newspaper, telling a friend what was said to the editor.

7. Evaluate each student’s performance using the rubric. Add each student’s scores to determine the performance level.
Letter to the Editor

Examples of Student Work

- Meets
- Exceeds

Time Requirements
- Two class periods

Resources

- Writing materials, including available technology
- Copies of the writing assignment
- Letter to the Editor Rubric
<table>
<thead>
<tr>
<th>Points</th>
<th>Letter to the Editor</th>
<th>Content – Message and Tone</th>
<th>Format</th>
<th>Content – Message and Tone</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>▪ All components of a business letter are present (i.e., return address, date, salutation, body, closing, signature). ▪ All components (e.g., margins, spacing, paragraphs, sequence of components) are properly placed on the page. ▪ All components are properly punctuated.</td>
<td>▪ All required parts of the message are present in the body. ▪ Consistently uses formal tone. ▪ Consistently uses appropriate language.</td>
<td>▪ All components of the friendly letter are present (i.e., date, salutation, body, closing, signature). ▪ All components (e.g., margins, spacing, paragraphs, sequence of components) are properly placed on the page. ▪ All components are properly punctuated.</td>
<td>▪ All parts of the message recorded in the letter to the editor are present in the body paragraphs. ▪ Consistently uses informal voice.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>▪ Most components of a business are present. ▪ Most components are properly placed on the page. ▪ Most components are properly punctuated.</td>
<td>▪ All required parts of the message are present in the body. ▪ Usually uses formal tone. ▪ Usually uses appropriate language.</td>
<td>▪ Most components of the friendly letter are present. ▪ Most components are properly placed on the page. ▪ Most components are properly punctuated.</td>
<td>▪ Most parts of the message recorded in the letter to the editor are present in the body paragraphs. ▪ Usually uses informal tone of voice.</td>
<td></td>
</tr>
</tbody>
</table>
Letter to the Editor
Student Work Samples

Two pages for each.

Wait until the activity is finished before moving to the next slide.
Dear Katie,

I was reading the newspaper yesterday and I came across an article saying we should require passenger manifests. I know you are going out of the country this summer and I thought you might like to know what they had to say.

This bill was cut from the anti-terrorism package passed last month. It’s pointless to bring the moot issue back. Currently, 85 percent of airlines give passenger manifests before landing. The writer says that the idea is; if your plane does not give the manifest before landing they will not be allowed to land. This idea was taken out of the anti-terrorist bill passed last month by President Bush, but they are considering it again.

I guess the main airlines that don’t comply with this are those in the current “terrorist” countries. That’s still not much of a reason. You may want to write someone on your opinions.

I wrote a letter to the editor talking about how much of a hassle this would be. What would happen if someone on your plane was denied entry to the United States? Would you have to return to the country you flew from?

The article even stated: "Requiring passenger manifests isn’t the solution.” They said it was only part of the plan. I just wonder what other kinds of restrictions they are going to put on passengers.

I hope all goes well on your trip. See you when you get back.

Sincerely,
Letter to the Editor
“Meets”

817 South Washington Street
Wawa, Illinois 61***
March 20, 2002

Pantagraph Letters to the Editor
Pantagraph
301 West Washington Street
Bloomington, Illinois 61702-2907

Dear Sir or Madam:

I am responding to the article entitled “Feds Buckle on Seat-belt Goal” which was published on March 18.

The federal government has recently reassessed their goal of getting 90% of Americans to wear seat belts by 2005. The government believed that this goal set by the Clinton administration is unattainable and has lowered their target to 78% by 2003. However, I believe the target of 90% is still very attainable for Illinois to achieve. We should do everything in our power to reach it.

According to an August 28, 2000, press release from Governor Ryan, Illinois has recently reached an all-time high for seat belt usage with a total of 70.2% of people buckling up. This is a nice feat, but we can do so much more. Right now, Illinois exercises secondary enforcement laws on seat belts for adults. In other words, adults can only be issued seat belt citations if they are pulled over for another offense. This is unlike primary enforcement law where people may be pulled over by merely not wearing a seat belt. However, according to the National Highway Traffic Safety Administration (NHTSA), by adopting new primary enforcement laws, we could raise seat belt use rates by an average of 17%. In another study by the NHTSA, Illinois could save an additional 124 lives, 3,894 injuries, and over 260 million dollars by implementing primary enforcement laws.

Illinois is currently seeing an increasing in awareness and seatbelt usage, and now is not the time to start backing down from our goals. Instead, we need to continue striving to reach our full potential. We can help do this by informing our state legislators about the facts on seat belts and urging Springfield to pass primary enforcement laws.

Sincerely,
The field test teachers suggested the following points:

The letter to the editor is informal in tone in some places. The friendly letter copies the content of the formal letter, but misses the friend-to-friend tone. Minor errors in mechanics and usage in both letters.
Dear Maria,

Hi, how are you doing? It’s been a few days since we last talked. Did your test go well on Friday? I hope all of your studying paid off.

I wanted to tell you that I wrote an article to the Pantagraph on seat belts, and I think it’s going to be published this Friday. Ever since my cousins died in the crash last year, I have been pretty emotional on this issue. In the paper’s article, the author wrote how the federal government has reduced the goal of getting 90% of people to wear seat belts to 78%! This mere 12% change is the difference between saving over a hundred lives, thousands of injuries, and millions of dollars; these numbers don’t even take into consideration the emotional burden placed on thousands of people. It really makes me upset because this stuff happens everyday. Just two weeks ago, one of my friends lost his aunt and his cousin in a car accident because they weren’t buckled in. If they had only been wearing their seat belts, they would still be here today.

I hope my letter opens the eyes of a few people, and I hope you always remember to buckle up too. Don’t forget! I couldn’t stand losing another friend to this cause.

Sincerely,
Letter to the Editor
“Exceeds”

1402 N. Mulberry Street
Grovers, Illinois 60000
17 December 2001

The Pantagraph
Letters to the Editor
301 W. Washington Street
Bloomington, Illinois 61702-2907

Dear Editor:

In the November 12th paper there is an editorial from the Seattle Post-Intelligencer on the subject of required passenger lists. I believe that we are going too far in asking for passenger manifests. If the armed guards in airports aren’t enough I don’t think this will make any difference.

This issue was chopped out of the anti-terrorism package passed last month by President Bush. If it has already been dropped why does it need to be reconsidered? Currently, 85 percent of international airlines voluntarily give their manifests before landing. That only leaves 15 percent for this law to apply too. I believe this will further hinder the airline industries rather than helping them recover from the loss of sales following the September 11th attacks. The bill proposes that the manifest has to be given in order to land. That in turn may slow air traffic or stop certain airlines from flying to the United States altogether.

The article states: “Required passenger manifests is not the answer.” They say this is only part of the net to catch terrorists. What kinds of things will they come up with next? The article also states, “American airline passengers are putting up with a lot of inconveniences.” This will slow air traffic even if implemented, especially if they find someone on the passenger list they don’t want in the country. Would you like it if your plane weren’t allowed to land because someone on your plane was refused entry to the country?

Sincerely,
Letter to the Editor

“Exceeds”

The field test teachers suggested the following points:

The letter to the Editor is well written with good sources of information incorporated smoothly. The friendly letter nicely summarizes the ideas in a causal manner.
Should You Try This At Home?

Group Activity Two

- Organize a group of teachers who are teaching the same grade level or same content.
- Choose one of the assessments from the CD or web-site and review it carefully.
- Become familiar with the RUBRIC and see if you can use it to score the student work samples given in the assessment. Do this without knowing which one is *meets* and which one *exceeds*.
- All of teachers in the group should teach the lesson and give the same assessment.
- The teachers should bring their student work from the assessment to a meeting and practice scoring each other’s work. Compare your scores to the scores of the other teachers in the group. See if you have the same score and similar reasons why the group came up with this score.
- Keep practicing until everyone can use the RUBRIC consistently and accurately.
Resources for Group Activity Two

- An appropriate assessment at the grade level.
- Appropriate RUBRIC for the assessment
- Sample student work with the assessment
- Resources are found on [www.isbe.net](http://www.isbe.net)
- Your own students’ work
If you have questions or ideas about the Classroom Assessments or Performance Descriptors please call:

- Illinois State Board of Education
- Curriculum and Instruction
- 217/557-7323