

**EDGAR MIDDLE SCHOOL**  
**Pupil Performance Objectives**  
**2009-2010**

**Performance Assessment**

**Goal:** By June, 2010, 100 % of students in eighth grade will demonstrate proficiency in a unit of study based on an alternative or performance assessment.

**Rationale:** During the 2008-2009 school year, Edgar School teachers have investigated, read about, and discussed the concept of differentiated assessment and instruction. Using the Rick Wormeli text, Fair Isn't Always Equal, middle school teachers studied the concept of differentiated assessment through book study groups and a four-part seminar on CD-Rom. One way to actively engage students and achieve differentiation in the classroom is through the use of performance assessment. Performance Assessment is predicated on the belief that our instructional goal is not student compliance but masterful learning. (Wormeli *Day One and Beyond* 14)

In order for effective performance assessment strategies to become a reality in the classroom, teachers must understand that students learn best when individual learning styles are identified and addressed through unit and lesson design.

As Carol Ann Tomlinson states,

Responsiveness in assessment is as important as it is in teaching. Just as students differ in their preferred ways of taking in and processing information, so do they vary in the manner by which they best show what they have learned. Some students need to “do” whereas others thrive on oral explanations. Some excel as visual representations; others are adept at writing.

Assessment becomes responsive when students are given appropriate options for demonstrating knowledge, skill, and understanding. In other words, allow some choices- but always with the intent of collecting needed evidence based on goals. Without a clear connection between the desired results and the required evidence, teachers will be stuck assessing apples, oranges, and grapes.

*Integrating Differentiated Instruction and  
Understanding by Design* 73)

**Suggested Activities:**

Within each content area, staff members will explore the concept of choice in assessment for particular units of study. Supervisors will facilitate this process.

Teachers will provide narrative briefs on the varied types of assessment used in their classroom throughout the year. It is suggested that teachers investigate more opportunities for authentic learning, including but not limited to problem-based

learning (PBL). Opportunities for student assessment will include a wide range of options which will enable students to demonstrate mastery of the concepts learned within the unit of study. Some examples might include skits, poetry, and/or projects which integrate technology.

Departmental scoring rubrics will be adjusted for use in scoring a performance based assessment.

**Assessment:**

The assessment for this pupil performance objective will be developed departmentally in each subject area. Students will have an opportunity within each content area to choose an alternative or performance assessment for a particular unit of study. Record keeping for purposes of goal attainment will be conducted by the Eighth Grade Team.