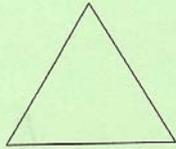


Checklists

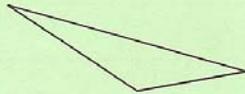
Using Checklists with Performance Tasks.

- Improves assessment of learning by making sure students are evaluated using the same criteria
- Improves assessment FOR learning by making sure students know what is important

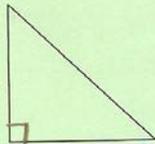
Correctly identify each triangle by the length of its sides as isosceles, equilateral or ~~right~~ scalene



1. Equilateral

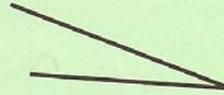


2. Scalene

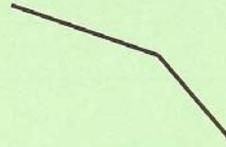


3. Right

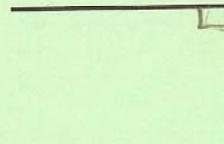
Correctly identify each angle as acute, obtuse or right



4. acute



5. obtuse



6. Right

Student Checklist:

Have I correctly identified this triangle? What are the properties that will make me know that I have the correct answer? Question 1 ✓

Question 2 ✓

Question 3 ✓

Have I correctly identified this angle? What are the properties of angles that make me know that I have the correct answer? Question 4 ✓

Question 5 ✓

Question 6 ✓

- Classify triangles by the length of their sides as either scalene, isosceles, or equilateral and by the size of their angles as either acute, obtuse, or right.
- Classify angles as either right, acute, or obtuse.

Using Checklists

- Helps you keep the same focus and standards for performance as you evaluate different students' work
- Helps students know what skills to focus on when given the checklist with a task
 - “Go back and check your work!”—
defined for students

Checklists

- Students either receive credit or do not receive credit
- Criterion is based on an element of a indicator

English Report Checklist

- ___ Introduction identifies the problem and your position
- ___ Position is clearly stated
- ___ Supporting paragraphs provide sufficient detail in a logical order that support your stated position
- ___ Details of the text provides accurate, documented evidence to support your stated position

- ___ Conclusion summarizes and brings closure to the text
- ___ Tone established through the use of clear, vivid, and precise vocabulary
- ___ Style established through the use of varied sentence structure
- ___ Conventions (e.g., capitalization, punctuation, grammar) of standard English are applied correctly
- ___ References correctly cited

Grade 8: Writing

- Create persuasive pieces (for example, editorials, essays, or speeches) that support a clearly stated position with concrete evidence.

Point-Allocated Checklists

- Allow student to receive partial credit
- Do not give explicit descriptions for why points were lost.

Objects

_____ You correctly identified attributes
for two groups (4 points)

_____ You correctly placed objects in
each group (4 points)

Persuasive Writing Checklist

- ___ Introduction identifies the problem and your position (9 points)
- ___ Position is clearly stated (16 points)
- ___ Supporting paragraphs provide sufficient detail and a logical order that support your stated position (27 points)
- ___ Details of the text provides accurate, documented evidence to support your stated position (21 points)

- ___ Conclusion summarizes and brings closure to the text (9 points)
- ___ Tone established through the use of clear, vivid, and precise vocabulary (4 points)
- ___ Style established through the use of varied sentence structure (4 points)
- ___ Conventions (e.g., capitalization, punctuation, grammar) of standard English are applied correctly (6 points)
- ___ References correctly cited (4 points)

Checklists should

Match instructional targets and state indicators

Be consistent with the performance task directions

Reinforce desired learner outcomes

Be limited in scope (so it does not overwhelm students)

Contain icons for very young children