

Performance Verbs Based upon the Six Facets

Consider the following performance verbs when planning specific tasks and prompts through which students can demonstrate their understanding.

Explanation	Interpretation	Application	Perspective	Empathy	Self-Knowledge
demonstrate	create analogies	adapt	analyze	assume role of	be aware of
derive	critique	build	argue	be like	realize
describe	document	create	comparer	be open to	recognize
design	evaluate	debug	contrast	believe	reflect
exhibit	illustrate	decide	criticize	consider	self-assess
express	judge	design	infer	imagine	
induce	make sense of	exhibit		relate	
instruct	make meaning of	invent		role play	
justify	provide metaphors	perform			
model	read between the	produce			
predict	lines	propose			
prove	represent	solve			
show	tell a story of	test			
synthesize	translate	use			
teach					

Thinking Like an Assessor

Thinking Like an Assessor	Thinking Like an Activity Designer
What would be sufficient and revealing evidence of understanding?	What would be interesting and engaging activities on this topic?
What performance tasks must anchor the unit and focus the instructional work?	What resources and materials are available on this topic?
How will I be able to distinguish between those who really understand and those who don't (although they may seem to)?	What will students be doing in and out of class? What assignments will be given?
Against what criteria will I distinguish work?	How will I give students a grade (and justify it to their parents)?
What misunderstandings are likely? How will I check for those?	Did the activities work? Why or why not?

Brainstorming Assessment Ideas via the Facets

If you understand that _____

... you should be able to—

Priority Assigned (1-2-3)

explain... _____

interpret... _____

apply the understanding by... _____

see from the points of view of... _____

empathize with... _____

overcome the naive or biased idea(s) that... _____

What Do the Standards (and Facets) Imply for the Particular Assessments?

What must characterize any successful performance that would be designed to provide valid evidence against a standard?

Standard:

		a) What performance types are implied by the standard? What evidence must the student be required to provide in the assessment, regardless of content?	b) Given your answers to a) what phrases best describes what mastery of the standard in such a performance would look like? (criteria and indicators)	c) What specific assessments are suggested by your answers to a) and b)?
Facet 1	explanation: <ul style="list-style-type: none"> ▪ “add up the facts” ▪ hypothesize 			
Facet 2	interpretation: <ul style="list-style-type: none"> ▪ derive meaning from ▪ show significance of 			
Facet 3	application: <ul style="list-style-type: none"> ▪ adapt theory to practice ▪ wisely use 			
Facet 4	perspective: <ul style="list-style-type: none"> ▪ critique ▪ compare and contrast ▪ analysis 			
Facet 5	empathy: <ul style="list-style-type: none"> ▪ credible role play/facsimile ▪ shows openness to the unfamiliar 			
Facet 6	self-knowledge: <ul style="list-style-type: none"> ▪ self-assess ▪ admit uncertainty or bias 			

Worksheet for Revealing the Understandings on a Topic (Part 1)

Use the following prompt to generate ways that student can reveal their understanding of a topic within a unit or course. The goal is to consider ways that understanding can be shown, not to use every prompt in every facet. Pick the prompt that will work the best in your situation.

You really understand _____ when you can. . . .
(unit or course topic)

Explanation

- **Explain/teach** _____
- **Give examples of** _____
- **Make connections with** _____
- **Offer a sophisticated theory of** _____
- **Describe how** _____
- **Justify/support** _____
- **Prove/verify** _____
- **Avoid common misconceptions, such as,** _____

Interpretation

- **Interpret the** _____
- **Make sense of** _____
- **Tell a revealing story of** _____
- **Provide an apt analogy for** _____
- **Show the importance or meaning of** _____
- **Translate** _____
- **Relate** _____ **to your experience (or the experiences of others).**

Application

- **In a new situation, apply** _____
- **Show or demonstrate** _____
- **Use in the context of** _____
- **Design/invent** _____
- **Overcome a challenge or constraint, such as** _____

Worksheet for Revealing the Understandings on a Topic (Part 2)

Use the following prompt to generate ways that student can reveal their understanding of a topic within a unit or course. The goal is to consider ways that understanding can be shown, not to use every prompt in every facet. Pick the prompt that will work the best in your situation.

You really understand _____ when you can. . . .
(unit or course topic)

Perspective

- Analyze _____
- See from the point of view of _____
- Compare and contrast _____
- Critique _____
- Critically examine assumptions such as _____
- Show how _____
- See the limits of _____

Empathy

- Walk in the shoes of _____
- Experience directly and see _____
- Reach a common understanding with _____ concerning _____
- Entertain the seemingly odd or alien view that _____

Self-Knowledge

- Recognize your prejudice about _____
- Identify the lens through which you view _____
- Explain how you came to understand _____
- Realize that even with all you now know, you don't really understand _____

