Performance Assessment Development Tool

ASSESSMENT PROFILE

Name of assessment

Content area(s) of assessment

Short description of assessment

Section 1: Assessment Population and Purpose

ASSESSMENT POPULATION

Please select the appropriate **grade level**(s) for this assessment.

☐ Pre-K ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12
☐ Other _____

Does the assessment apply to specific **groups** such as, advanced automotive course, or AP calculus? If so, please specify.

ASSESSMENT PURPOSE

What is the intended purpose of the assessment? Check all that apply.

☐ To inform instruction ☐ To measure outcomes
☐ To provide feedback to students

PURPOSE STATEMENT

This task is a/an *(purpose—formative, interim, summative)* assessment of learning that will offer an opportunity to gauge *(population)* students' knowledge/skills of *(content)* and will measure learning covered over *(period of instruction)*.

Section 2: Standards and Performance Outcomes

Use the table below to indicate the specific content standards, related performance outcomes,[1] and indicators[2] that the assessment is designed to measure. Then list the accompanying, aligned task for each standard and performance outcome. Note that tasks may appear more than once if they are related to more than one content standard and performance outcome.

When creating the task(s) consider the complexity of the standards and whether the task requires the student to apply the skills and knowledge they have mastered. Indicate the level of complexity for each task using a taxonomy such as Bloom's Taxonomy of Learning. Indicate the weight[3] associated with each performance outcome, not necessarily with each task. This will be used on the rubric and to generate the final score or rating for the assessment.

This table is referred to as an Assessment Blueprint, because it serves as a guide for developing the performance assessment.

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[1] Performance outcomes refer to the academic knowledge, behaviors, and skills that students are expected to demonstrate in a performance task.

[2] Indicators refer to the observable or measurable characteristics of the knowledge, behaviors, and skills that students are expected to demonstrate in a performance task. The indicators break down the PO into concepts students need to know, understand, and demonstrate.

[3] Weight refers to the percentage of total points that will be allocated to each performance outcome. Performance outcomes of equal importance and complexity may be weighted equally, while those of lesser importance and complexity are weighted less.

ASSESSMENT BLUEPRINT

CONTENT STANDARDS	PERFORMANCE OUTCOMES	INDICATORS	ALIGNED TASKS	LEVEL OF COMPLEXITY	WEIGHT

Section 3: Equity and Engagement

EQUITY CONSIDERATIONS

How will you ensure that students have adequate time, support, resources, and scaffolding to complete the performance assessment successfully?

What kinds of differentiation strategies, such as multiple response formats, pace, or complexity of resources, are appropriate for this assessment? Consider special populations such as students with disabilities, English learners, and gifted students.

Section 4: Assessment Preparation and Materials

ASSESSMENT PREPARATION

What are the prerequisite knowledge and skills to which students should have had exposure to prepare them for successfully completing this assessment? Consider content knowledge, academic skills, and noncognitive skills. These are needed to complete the assessment but are not specifically measured by the assessment.
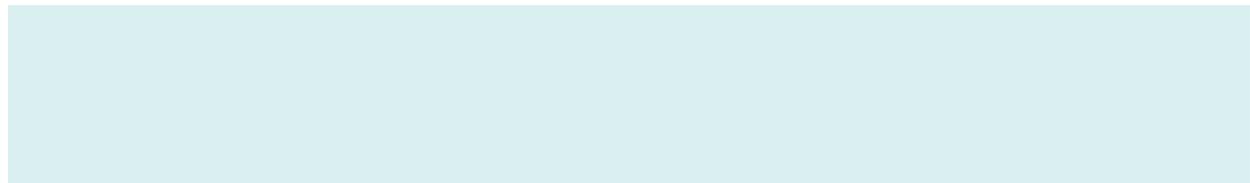
How much class time should be allocated for the assessment to be administered? For example 45 minutes, or 1 class period.

Summarize any preparations, such as copying materials or preparing visuals, that should be carried out prior to the assessment's administration.
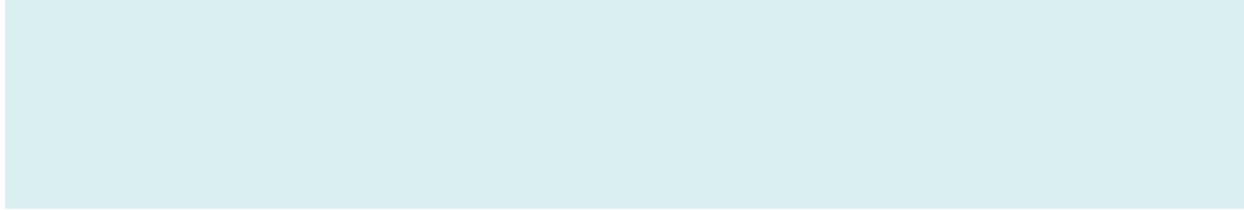
What are the specific instructions for a teacher administering this assessment? What does the teacher need to know to successfully administer it? Include what the teacher will say to the students.

What are the student instructions for this assessment? Include the prompts provided to students.

Beyond student instructions, what strategies will you use to ensure that students understand how they will demonstrate their learning in this performance assessment? List any additional materials provided to students, such as exemplars or models, and any activities that students will engage in to understand the task, such as student dialogue around how the task(s) relate(s) to prior learning.
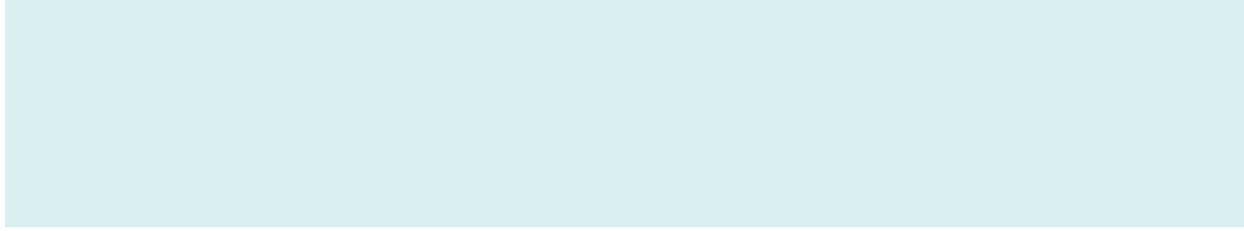
MATERIALS

List the materials and/or resources you or another teacher would need to implement this assessment. Include materials needed by both teachers and/or students.
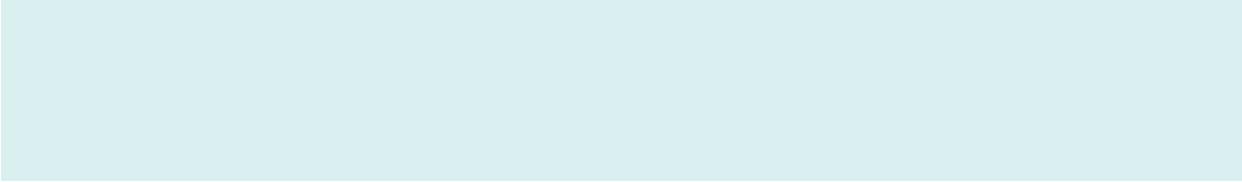
List any other materials necessary for administering this assessment such as worksheets, tables, or work samples).

Section 5: Developing Rubrics and Using Results

EVALUATING STUDENT WORK

In a separate document, design a clear, standards-based rubric that communicates criteria for success to the students. Use this space to list key considerations and ideas to ensure the task is both novel and complex enough to ensure that the level of rigor described in the standards is met.

List any recommendations or instructions about how the rubric should be used to evaluate student work.

EFFECTIVE FEEDBACK and STUDENT ENGAGEMENT

What opportunities will students have to receive specific, meaningful feedback throughout the assessment process? What structures, such as student-led conferences, peer-assessment meetings or self-assessment activities, will you use to engage students in the assessment process?

INSTRUCTIONAL PLANNING

Where in the overall progress of learning does this assessment fit? Is it assessing introductory skills and knowledge that students will build upon later, or mastery level skills and knowledge at the end of a unit of study?

Describe how the assessment will inform your instructional practice. How will this assessment help you to modify future lessons based on students' performance? What might you look for in the student demonstrations to guide instruction?
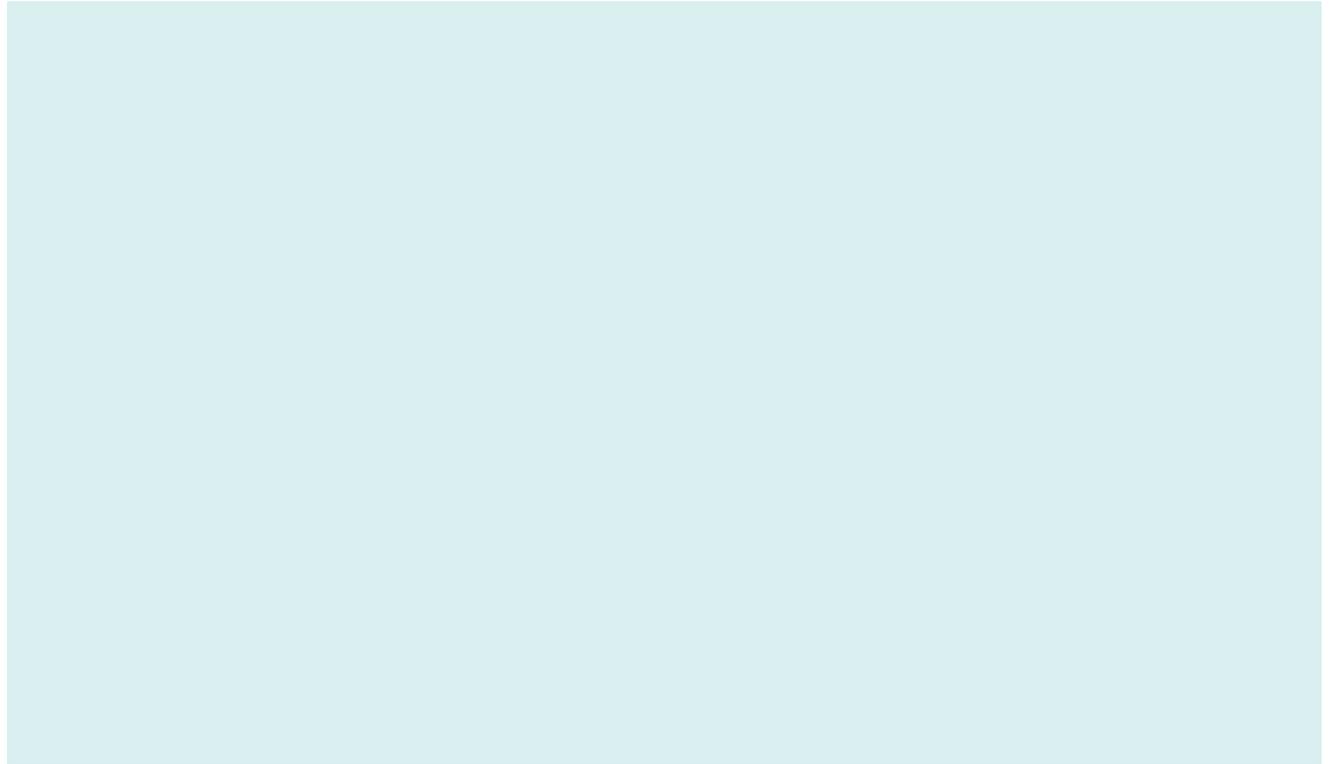
Describe how you will use the assessment to differentiate instruction.
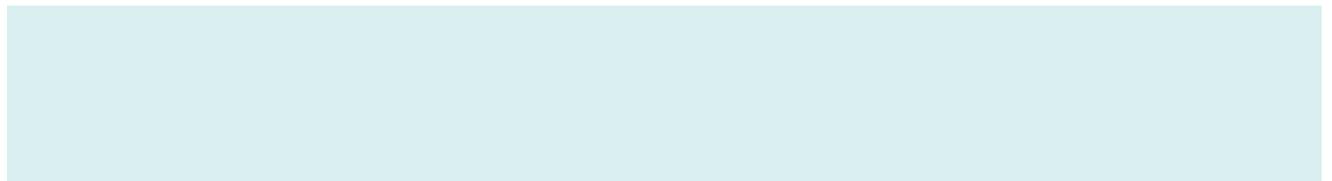
NEXT STEPS

1. Apply the Performance Assessment Quality and Validation tool to the completed assessment. Revise as needed.
2. Administer the assessment. Consider administering a small pilot first, make revisions, and then administer on a larger scale.
3. Examine student work and reflect on the assessment and how the results will inform your instruction. Revise the assessment as needed.

NOTES