Performance Assessment Planning Template

A **performance assessment** is a form of assessment that requires students to demonstrate what they can do; that they apply the skills of a discipline (i.e., enact the work of historians, scientists, writers, mathematicians, artists, etc.), not just show what they know.

A complete performance assessment has three parts:
1. Pre-determined outcomes
2. A task (product or performance) through which students can demonstrate what they know and can do
3. Criteria that describe what meeting the outcomes looks like
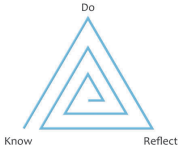
Performance Assessment Title: _____

which is part of **Project Title:** _____ (if applicable)

Grade level(s):		Duration:	
Discipline(s):		Authors:	

The Outcomes

1. Skills / Standards To Be Measured
What is the targeted skill or skills that student and teacher are working together to develop and assess?
Derived from content standards, Common Core standards, 21st Century skills, and/or stated course or school outcomes.
Include a rationale: Why are these outcomes important?

1a. Learning Targets	
Next, translate what you put into Box 1 into the student-friendly language known as <u>learning targets</u>: "I can" statements that are clear and measurable.	
Long Term Add rows as needed (but not too many; less is more)	**Supporting** Break down the long term target to manageable chunks of learning; think at the level of the lesson plan.
I can . . .	

The Task

2. Prompt – What are students asked to do? (Description of product or performance)

How will students be invited to demonstrate what they can do? Introduce and explain, in language addressed to the student, all three dimensions of the performance assessment: outcome, task, and criteria.
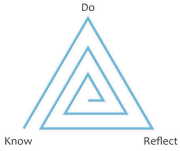
The Criteria for Success

3. Describe what success looks like

Describe a successful student product or performance that might emerge from the task explained above, in Box 2. Use your imagination and/or actual experience to get specific. Pick a student in your mind and imagine—in detail—what he or she would produce or perform.

3a. Rubric and domains

What rubric(s) will measure the student's level of proficiency within the Performance Assessment? The rubric(s) describe what it means to meet each learning target that you identified in Box 1a. If the rubric already exists, name its dimensions. If it doesn't yet exist, summarize what it should look like.
Note: Be careful that you are not evaluating something different from, or more than, what is targeted or taught.

3b. Meeting the needs of diverse students

Accommodations, language supports, reading supports

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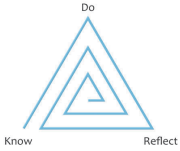
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Journey to Success

After designing a complete performance assessment (parts 1, 2, & 3 above), think through how to guide the student to achieving success.

4. Narrative
Tell the story of the learning process. Describe how students will learn and practice the skills they will need to succeed on this performance assessment.

4a. Resources	
What resources will you use to create an authentic experience and maximize the learning?	
Fieldwork	
Expert(s)	
Text(s)	
Video(s)	
Website(s)	
Other	

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4b. Sequence of Learning and Assessment				
Reminder: Assessment does not need to be 'formal'. Think collecting evidence. How do you know what students know. What is 'efficient and effective'. Also, one assessment could measure multiple learning targets. e.g. a writing piece - both skills and content				
Date	**Long Term Learning Target**	**Supporting Learning Targets**	**Learning Activities/Experiences** (That provides knowledge and skills for students to meet the learning target)	**Formative and Summative Assessments.** (How students will demonstrate what they know and can do)