

Performance Assessment Rubric

SCORING DOMAIN	1 EMERGING	2 DEVELOPING	3 PROFICIENT	4 ADVANCED
MEASUREABLE STUDENT LEARNING OUTCOMES	<ul style="list-style-type: none"> The performance assessment does not clearly address content or skills standards Desired standards or student learning outcomes missing or unclear Little to no alignment between the design of the performance assessment and rigorous learning expectations 	<ul style="list-style-type: none"> The performance assessment addresses content and skill standards States desired standards or student learning outcomes to be addressed The performance assessment could be completed without demonstrating grade-level or developmentally appropriate levels of rigor 	<ul style="list-style-type: none"> The performance assessment is designed to measure content and skill standards Explicitly states and assesses student learning outcomes which represent complex, higher-order thinking skills and abilities Desired learning outcomes require demonstration of grade-level and developmentally appropriate levels of rigor 	(“Proficient” characteristics and...) <ul style="list-style-type: none"> Integrate the measurement of the learning outcomes in a coherent way Desired learning outcomes tightly aligned to CCSS/NGSS; discipline-specific knowledge and skills; and/or pathway/school student learning outcomes Desired learning outcomes reflect skills and abilities that are transferable to other contexts
COHERENT TASK PROMPT	<ul style="list-style-type: none"> Task purpose is overly simple – does not hold students to developmentally appropriate expectations Prompt is missing or wording is unclear Prompt, texts, materials, content, and final product have little to no relevance to the purpose of the task Task designed so that students can only draw from prior knowledge to complete successfully 	<ul style="list-style-type: none"> Task purpose is overly ambitious – too many components for students to reach proficiency in all parts Prompt wording could be interpreted in multiple ways Prompt, texts, materials, content, and final product provide limited support for the purpose of the task Task asks students to go beyond prior knowledge and use evidence from resources, but could be completed with only prior knowledge 	<ul style="list-style-type: none"> Task purpose is focused, achievable, and developmentally appropriate Prompt wording is clear Prompt, resources (texts, materials, content), and final product are aligned to task purpose (a “good” fit) Task completion requires students to go beyond prior knowledge and use evidence from resources 	(“Proficient” characteristics and...) <ul style="list-style-type: none"> Task is worded precisely to give students a clear and focused purpose and unambiguous directions Prompt, resources (texts, materials, content), and final product are tightly aligned to task purpose (close to a “perfect fit”) Task provides a pattern that could be used as a model to create other tasks for a pathway or disciplinary team
RIGOROUS CRITERIA FOR SUCCESS	<ul style="list-style-type: none"> Scoring criteria is missing or unclear If present, assessment criteria is irrelevant to the assigned task If present, assessment criteria are written as a list of expectations that do not reflect rigorous or developmentally appropriate expectations for student performance 	<ul style="list-style-type: none"> Scoring criteria exists (rubric, checklist, etc.) but alignment to desired learning outcomes is unclear Assessment criteria is not well-matched to what is asked of students in the task prompt Assessment criteria reflects low expectations OR does not clarify for a student how to improve performance 	<ul style="list-style-type: none"> Student scoring criteria explicitly articulated (rubric, etc.) AND aligned to the desired learning outcomes Assessment criteria tightly aligned to the task prompt and purpose Assessment criteria are challenging and articulate a developmental progression for student performance 	(“Proficient” characteristics and...) <ul style="list-style-type: none"> Scoring criteria measures student performance not easily measured through traditional modes of assessment (multiple choice, short answer questions, etc.) Scoring criteria (rubric, etc.) are tightly aligned to expectations of CCSS/NGSS

Criteria in this rubric were derived from the following sources:

- Jurying Rubric for Literacy Design Collaborative (LDC) Teaching Tasks and Instructional Ladders – 2014-15 Version
- Quality Criteria for Performance Assessments, SCALE, 2013
- Criteria for High-Quality Assessment, SCOPE, CRESST, LSRI, June 2013
- Innovation Lab Network (ILN) Quality Criteria for Performance Assessment, 2014