# A Guide to Performance Assessment Development

Performance assessment design requires that you consider four key questions prior to actually developing an assessment task or scoring rubric:

* What (content + skills) will this assess;
* Within what (authentic) context;
* Using what assessment format (case study analysis, role playing scenario, research project, performance task, etc.); and
* To what degree will students be given choices or be required to make decisions about the task design, approach, resources used, or presentation of their learning?

Before deciding what format the assessment will take or the specifics of what students will “produce” or demonstrate, identify what the assessment is intended to measure. This is only an initial brainstorm to clarify your assessment purpose and scope; the details will likely change as the task evolves. For each criterion, generate a list of the expected processes/skills, concepts, dispositions, and thinking strategies you plan to assess. All criteria do not need to be included in the final assessment, but all *should be* considered during this phase of the planning.  **PLC** **Tool #20** can be used to examine existing assessments or to develop new ones. It is designed to walk you through a process to unpack the assessment purpose and to clarify the context, format, and task expectations.

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| **STEP 1:**  Use the five rubric criteria types (in the table below) to identify what will be assessed. CRM **Tools #1- #5D** will be useful in identifying specific performance indicators and intended DOK levels. All criteria do not need to be included, but they should be considered in the design phase. Only the last two criteria will allow you to assess far transfer of skills or concepts, so one of them SHOULD be included. | |
| **Criterion** | **Questions Typically Answered by Each Criterion** |
| **Process** | Will the student follow particular processes (e.g., procedures for a science investigation; data collection; validating credibility of sources)? (Usually DOK 2 for more complex tasks) |
| **Form** | Are there formats or rules to be applied (e.g., correct citation format; organize parts of lab report; use required camera shots/visuals; edit for grammar and usage)? (Usually DOK 1) |
| **Accuracy of Content** | List essential domain-specific terms, calculations, concepts, etc. to be applied. (Usually DOK 1 or 2) |
| **Construction of New Knowledge** | How will the student go beyond the accurate solution and correct processes to gain new insights, raise new questions? (Usually DOK 3 or 4) |
| **Impact** | How will the final product achieve its intended purpose (e.g., solve a complex problem; persuade the audience; synthesize information to create a new product/performance) (Usually DOK 3 or 4) |

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| **STEP 2:**  Identify one or more authentic contexts for applying these skills, concepts, and dispositions? Consider how real-world professionals employ these skills and concepts (scientists, artists, historians, researchers, choreographers, etc.). |

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| **STEP 3:**  Identify an appropriate assessment format for demonstrating learning?   * case study analysis * role playing scenario (e.g., GRASPS) * research project – gather and organize information * science investigation * performance task (e.g., using a task shell) * performance/presentation * develop a product – oral and written * engineering design task * other?   Once you decide on the design format, explore existing models and use one as a template for your assessment design. | | |
| **STEP 4:**  To what degree will students be **given choices or be required to make decisions** about the task design, approach to solution, resources used, or presentation or products of learning? Use this “Shifting Roles” table to consider and make notes about the student’s role in assessment and what is emphasized. | | |
| **Shifting Roles: Moving from Teacher-Directed to Student-Directed Learning** | | |
| **DOK Levels** | **Teacher Roles** | **Student Roles** |
| 1  **Acquires a Foundation** | Asks basic questions (Who? What? Where? How? When?)  Scaffolds for access and focus | Recalls vocabulary, facts, rules  Retrieves information  Practices and self-monitors basic skills |
| **In this assessment:** | **In this assessment:** |
| 2  **Uses, Connects, Conceptualizes** | Asks questions to build schema: differentiate parts-whole, classify, draw out inferences  Assesses conceptual understanding (Why does this work? Under what conditions?  Asks for examples/non-examples | Explains relationships, sorts, classifies, compares, organizes information  Makes predictions based on estimates, observations, prior knowledge  Proposes problems, issues, or questions to investigate  Raises conceptual or strategy questions |
| **In this assessment:** | **In this assessment:** |
| 3  **Develops & Constructs Meaning** | Asks questions to probe reasoning and thinking, and to promote peer discourse/self-reflection  Links Big Ideas  Requires proof, justification, analysis of evidence quality and accuracy | Uncovers relevant, accurate, credible information, flaws in a design, or proposed solution and links with “Big Ideas”  Plans how to develop supporting (hard) evidence for conclusions or claims  Researches or tests ideas, solves non-routine problems; perseveres |
| **In this assessment:** | **In this assessment:** |
| 4  **Extends, Transfers, Broadens Meaning** | Asks questions to extend thinking, explore sources, broaden perspectives/Big Idea *(Are there potential biases? Can you propose an alternative model?)*  Encourages use of relevant and valid resources, peer-to-peer discourse, or self-reflection | Initiates, transfers, and *constructs* new knowledge or insights linked to “Big Ideas”  Modifies, creates, elaborates based on analysis and interpretation of multiple sources  Investigates real-world problems and issues; perseveres; manages time–task |
| **In this assessment:** | **In this assessment:** |
| **STEP 5:**  Use **PLC** **Tool #9** or **PLC Tool #16B** to identify and align success criteria (standards/proficiency statements), develop student and teacher instructions, and check accessibility (fairness) for all students. | | |
| **STEP 6:**  Use **PLC Tool #11** to develop a reliable scoring guide/rubric. | | |