TASK VALIDATION SUMMARY
In-Depth Feedback: Performance Assessments
Criteria for Opportunity to Learn

Tool 16B

Name of Task: _____	**Content Area:** _____
Developers: _____	**Review Team:** _____
Date of Review: _____	

Assessment task validation: A high-quality performance assessment task should be...

VALID (Aligned)	Strengths/Suggestions
Is the assessment task aligned to the content and performance in the stated standards or proficiencies?	Does the assessment elicit clear evidence (performance, products, responses, etc.) of the stated concepts, skills, and thinking or reasoning expected? Provide evidence from the student work (if applicable).
Describe the content knowledge or concepts assessed. List the skills or performance assessed.	Suggestions for improved alignment?

RELIABLE	Strengths/Suggestions
Is the accompanying rubric or scoring guide clearly aligned among the performance and content demands of the assessment, stated standards or proficiencies, and student work collected?	Will the scoring result in comparable scores from different teachers? With different student groups? Why or why not?
Do the rubric or scoring criteria address all of the requirements (products, performances, responses) of the task?	Suggestions for improved reliability?
Are the performance criteria and descriptors in the rubric consistent across all performance levels?	

(Continued)

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Assessment task validation: A high-quality performance assessment task should be...

FAIR and UNBIASED	Strengths/Suggestions
Is the task design and format visually clear and uncluttered (e.g., use of while space, graphics, illustrations)?	**Strengths?**
Is the task presented in as straightforward a way as possible for a range of learners? Has all unnecessary and potentially distracting information been eliminated?	
Are the task language (vocabulary) and context(s) free from cultural or other references that might be unfamiliar to students or present potential unintended bias?	**Suggestions for improved fairness?**

ENGAGING AND AUTHENTIC/PERFORMANCE BASED	Strengths/Suggestions
Are the student directions, and all other supporting materials, clear, complete, and user friendly (e.g., student rubrics)?	**Strengths?**
Are there aspects of the assessment that help students to know what they are supposed to know and be able to do before they are assessed? (e.g., student rubrics, work samples to show expectations, prerequisite skills needed, opportunities for peer and self-assessment)	
Does the task require thinking applied to a real-world situation, new context, problem, or challenge?	**Suggestions for improved engagement or student choice and voice?**
Does the assessment require students to assume a perspective, determine an approach, address an audience,	
Are there aspects of the assessment or assessment practices that help students to set future goals for learning and tracking their own progress?	

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Assessment Development Team Self-Assessment Reflection Tool

Used to Guide and Support Instruction	Our Comments/Questions
1. Is this assessment embedded in curriculum and instruction (or seen only as "an event" to judge degree of proficiency)? List unit of study or where in the curriculum this assessment is (best) used:	
2. Do teachers use expectations assessed in the summative assessments to teach prerequisite skills and monitor progress prior to this assessment being given?	
3. Do teachers use assessment results (scores and student work analysis) to impact their future instruction or the need for additional and targeted support to students? How does this happen?	
4. Do teachers know where the assessment evidence might fall along the broader learning continuum (learning progression), so that they can design usable pretests and formative assessments and use ongoing data collection to plan or change next steps in instruction?	