



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 design 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 learning?



Once these general questions have been explored, specific student and teacher directions and rubric development can be started. 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.

STEP 1:

Use the five rubric criteria types (in this table) 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 in the final assessment, but they should be considered during 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 or be expected to use particular processes (e.g., procedures for a science investigation; data collection; validate credibility of sources)? (Usually DOK 2 for more complex tasks)
Form	Are there formats or rules to be applied and assessed (e.g., correct citation format; organize parts of lab report; use required camera shots or visuals; edit for grammar and usage)? (Usually DOK 1)

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Accuracy of Content	List essential domain-specific terms, calculations, concepts, or models to be applied and assessed. (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 or performance) (Usually DOK 3 or 4)
<p>STEP 2: Identify one or more authentic contexts or products created when applying these skills, concepts, and dispositions. Consider how real-world professionals employ these skills and concepts (scientists, artists, historians, researchers, choreographers, etc.).</p>	
<p>STEP 3: TASK DESIGN—What is an appropriate assessment format for demonstrating learning?</p> <ul style="list-style-type: none"> ○ case study analysis ○ role playing scenario (e.g., GRASPS) ○ research project ○ science investigation ○ performance task (e.g., using a task shell) ○ performance or presentation ○ develop a product ○ other? <p>Once you decide on the design format, explore existing models and use one as a template for your assessment design.</p>	



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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 (<i>Who? What? Where? How? When?</i>) 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 (<i>Why does this work? Under what conditions?</i>) Asks for or uses examples or non-examples	Explains relationships, sorts, classifies, compares, organizes information Makes predictions based on estimates, observations, prior knowledge Proposes problems or issues or questions to investigate Raises conceptual or strategy-based questions
	In this assessment:	In this assessment:

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3 Deepens & Constructs Meaning	Asks questions to probe reasoning and promote peer discourse or self-reflection Links to Big Ideas Requires proof, justification, and 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 or Big Idea (<i>Are there potential biases? Can you propose an alternative model?</i>) Encourages use of relevant and valid resources, peer-to-peer discourse or self-reflection	Initiates, transfers, and <i>constructs</i> new knowledge/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 for accessibility (fairness) for all students.			
STEP 6: Use PLC Tool #11 to develop a reliable scoring guide/rubric.			


 Available for download at resources.corwin.com/HessToolkit