



PERFORMANCE ASSESSMENT OVERVIEW: PURPOSE AND USE



Use this tool to provide an overview of when the assessment will be used and what it is intended to assess.

Unit of Study/Course		Grade Level
Enduring Understandings/Big Ideas		
Essential Question(s) to Guide Inquiry/Learning		
Performance Assessment Overview In this assessment, students will . . .		
Assessment Alignment to Learning Goals: List . . . Competency/Proficiency Statement(s) Standards	Performance Indicators (in Student "Language") I can . . .	
Students will know (key terms, concepts, principles)	Students will do or apply (include intended DOK levels)	
Assessment Success Criteria (and intended DOK)	Allowable/Possible Accommodations/Supports	
How will results be used? Formative/Preassess ___ Interim /Progress Monitoring ___ Summative/Post ___ List other RELATED performance assessments <u>in this unit of study/course</u>: Formative/Preassessment: Interim /Progress Monitoring: Summative/Postassessment:		

(Continued)



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Describe Student's Role/Decisions/Engagement/Input Into Task Expectations or Task Design

- Choices or decisions to be made *during* the assessment:
- Group collaborations (*prior to* or *during* the assessment):
- Student input into task design or presentation or product format:
- Self-assessment, reflections:
- Other:

Develop an Administration Guide

A common assessment requires a short administration guide to ensure fidelity of implementation across teachers and schools. Below are four essential things to include in the administration guide. Most schools create and store this information with each assessment in a digital task bank for easy access.

1. Student Prompt or Stimulus—What directions will the student see? (make this short, clear, and visually interesting)

2. Teacher Instructions—What directions will help the teacher to prepare for and use the assessment?

These are more detailed than what is given to students, including any important considerations, such as special set-up requirements, equipment or materials, or scribing guidelines. At minimum, include the following:

Name of Assessment Task:

Grade:

Purpose:

Suggested Time to Administer:

(For example, time of year, part of a unit of study or course, after students have learned particular content or completed a specific activity, such as an investigation in science or viewing a play or video.)

Suggested Use: Formative ____ Interim ____ Summative ____

Estimated Time Needed:

Resources Needed to Complete the Assessment (e.g., equipment, texts, digital tools, data, case study)

Specific Skills, Concepts, or Practices Emphasized in Task:

Additional Allowable Accommodations:

3. Scoring Guide or Rubric

4. If possible, include a sample of annotated student work at the “proficient” level.

(Template content and format adapted from McTighe & Wiggins, 2004)



Available for download at resources.corwin.com/HessToolkit