



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

- What (content, skills, dispositions) will this assess?
- Within what (authentic) context?
- Using what assessment format (case study analysis, role-playing scenario, research project, performance task, etc.)?
- 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. **CBE Tool 7** 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 the following table) to identify what will be assessed. [Hess 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)

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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 and 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)

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.).

Step 3:

Identify an appropriate assessment format for demonstrating learning:

- Case study analysis
- Role-playing scenario
- 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
- Personal reflection, goal setting plan

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.		
<i>Shifting Roles: Moving From Teacher-Directed to Student-Directed Learning</i>		
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 examples/nonexamples	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:

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CBE
Tool 7

A Guide to Performance Assessment Development



3 Develops and 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 nonroutine problems, perseveres
	In this assessment:	In this assessment:
4 Extends, Transfers, Broadens Meaning	Asks questions to extend thinking, explore sources, broaden perspectives/Big Ideas (<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 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 CBE Tools 5–6 to identify and align success criteria (competencies, standards, DOK levels).		
Step 6: Use CBE Tool 11 to develop a reliable scoring guide/rubric.		



Available for download at <http://resources.corwin.com/DeeperCompetencyBasedLearning>.

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