



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:
<p>Enduring Understandings/Big Ideas</p> <p>Essential Question(s) to Guide Inquiry/Learning</p>	
<p>Performance Assessment/Task Overview</p>	
<p>Assessment Alignment to Learning Goals: List . . . Academic or Personal Success Skills Competencies</p>	<p>Performance Indicators (in Student "Language"): I can . . .</p>
<p>Students Will Know (key terms, concepts, principles):</p>	<p>Students Will Do/Apply (include intended DOK levels):</p>
<p>Assessment Success Criteria (and intended DOK)</p> <ul style="list-style-type: none"> Scoring Guide attached? 	<p>Allowable/Possible Accommodations/Supports</p> <ul style="list-style-type: none"> Student choice in topic or product Choice to work individually or with a group Teacher consultations (one for launch and work plan and others for progress monitoring)
<p>How will results be used? Formative/Preassessment _____ Interim/Progress Monitoring _____ Summative/Post _____</p> <p>List other <i>related</i> performance assessments in this unit of study/course:</p> <p>Formative/Preassessment:</p> <p>Interim/Progress Monitoring:</p> <p>Summative/Postassessment:</p>	

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CBE
Tool 8

Performance Assessment Overview:
Purpose and Use



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

- Choices/decisions to be made *during* the assessment:
- Group collaborations (*prior to or during* the assessment):
- Student input into task design or presentation/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. The following 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/Stimulus: What directions will the student see? (Make this short, clear, and visually interesting)

- Student directions attached?

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

These are more detailed than what is given to students, including any important considerations, such as special setup requirements, equipment/materials, or scribing guidelines. At minimum, include . . .

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 (equipment, texts, digital tools, data, case study, etc.):

Specific Skills, Concepts, or Practices *Emphasized* in Task:

Additional Allowable Accommodations:

3. Attach Scoring Guide or Rubric

4. If possible, include a sample of annotated student work at the *Proficient* level.

- This is a new assessment that we have yet to administer.

Annotated student work samples available for these performance levels:

- Excelling/Advanced
- Proficient
- Progressing
- Beginning



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

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