

TABLE 6.1 Four Criteria for High Quality Performance Assessment

CRITERIA	LOOKS LIKE . . .
1. Elicits evidence of skills and knowledge that matter	<p>Design tasks that ask students to demonstrate their ability to apply transferable, real-world skills including the following:</p> <ul style="list-style-type: none">• Solve challenges involving authentic problems• Form cross-curricular connections• Apply higher-order thinking processes• Make social-emotional learning visible
2. Is tight on quality criteria while open to different approaches	<p>Explicitly communicate a sharp focus on what's being measured and provide descriptive criteria for evaluating student work:</p> <ul style="list-style-type: none">• Provide clear performance outcomes articulated in a rubric or similar assessment tool• Offer exemplars (i.e., student work samples) of what quality looks like• Allow the learner to exercise a significant amount of choice in terms of the learning process and product
3. Is authentic	<p>Prioritize real work, real results, and real examples, asking students to engage in the real work that adults do in the world:</p> <ul style="list-style-type: none">• Shape tasks around a real purpose such that students are solving actual problems, contributing to a real need, or pitching an idea to a real audience• Expose students to the work of adult experts in the field as models
4. Offers a learning experience in and of itself	<p>Present opportunities to learn for both students and their teachers:</p> <ul style="list-style-type: none">• Incorporate moments to reflect, gather feedback, and revise• Reject the idea of a "one and done" assessment• Push all parties to identify how the task has revealed growth or gaps and how that might inform next steps

Source: Envision Learning Partners.