This template was developed by Learner-Centered Initiatives to guide teachers in the design of curriculum-embedded performance tasks. Users interested in working with this template can also access several completed templates with annotations.

|  |  |
| --- | --- |
| **Title:** |  |
| **Author(s)**  |  |
| **Essential Question:** |  |
| **Big Idea/Enduring Understanding:** |  |
| **Teacher(s) who will implement the assessment:** (if different from above) |  |
| **Brief Description of the Assessment:** * What will the students do?
* How is the assessment embedded in the curriculum?
* How is the performance assessment (summative) connected to the diagnostic and formative assessments?
* How will the formative assessments allow for teacher and peer feedback and/or student self-assessment?
 |  |
| **Brief description of how the results/evidence will be used by the teacher:**  |  |

|  |
| --- |
|  **Standards/Outcomes Assessed by the Task(s)** |
| **Attributes of Quality Assessments:*** **Alignment and Validity**
 |
| **Which standards will you formally assess?** * **List and label the CCLS standards, content area standards and any dispositional outcomes that will be assessed.**
* **Include any information that identifies the most important learning for the unit.**
 |
|  |

|  |
| --- |
| **Description of the Assessment Tasks** |
|  **Attributes of Quality Assessments:*** **Authenticity**
* **Diversified and Balanced**
* **Thinking Demand and Rigor**
* **Alignment and Validity**
 |
| **These assessments will be used to:** * **identify what students know or are able to do prior to instruction (diagnostic)**
* **monitor student learning (formative)**
* **measure what students have learned (summative)**

**When describing these assessments, identify the standards or outcomes that align with the task.**  |
| **Diagnostic Assessment/Pre-Assessment:**  |
| **Formative Assessment Moments:**  |
| **Summative/Performance Task:**  |

|  |
| --- |
| **Formative Assessment and Feedback Cycle** |
|  **Attributes of Quality Assessments:*** **Diversified and Balanced**
* **Impact on Instruction**
 |
| **Column #1: Formative Assessment Moments** *What opportunities has the teacher created for formative assessments?*  | **Column #2: Feedback Opportunities** *How does the teacher provide feedback or opportunities for peer feedback and self-reflection?* |
|  |  |

**Criteria for Formative Feedback and Summative Evaluation with Explicit Standards Alignment**

|  |
| --- |
| **What are the criteria that will guide 1) self-assessment 2) feedback to students and 3) scoring of culminating work?** |
| **Attributes of Quality Assessments:*** **Alignment and Validity**
* **Reliability**
 |
|  | **Still working** | **Almost there** |  **Got it** | **Wow!**  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |