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.

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| **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:** |  |

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| **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.** |
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| **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:** |

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

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| **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!** |
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