

My Quality Performance Assessment Overview Page

Title of Performance Assessment:

Type of Performance Assessment:

Author:

School name and Location (City/State)

Original author (if this is an adapted assessment)

1. Content Area:
2. Course Title:
3. Grade Level:
4. Topic:
5. What unit of study is this performance assessment embedded within?
6. What course-specific concepts and big ideas are relevant to this performance assessment?
7. What course-specific skills does this performance assessment connect to?
8. Overview of Performance Assessment. In no more than a paragraph, describe your quality performance assessment. Include its core content, scoring system, key instructional activities (mini-tasks), and student product.

My Quality Performance Assessment Planning Form
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<p>1. What are the performance outcomes being assessed?</p> <p><i>What students should know, understand, or demonstrate that you want to measure.</i></p>	
<p>2. What standards are aligned with these performance outcomes?</p> <p><i>Standards relevant to your local context; for U.S. teachers, may include Common Core State Standards, Next Generation Science Standards, C3 Framework for Social Studies Standards, 21st Century Skills.</i></p>	
<p>3. How will you set the context for the task and engage students in authentic and relevant ways?</p> <p><i>The real-world or disciplinary context, audience and purpose. Consideration of students' lived</i></p>	



<p><i>experience, interests, and/or prior knowledge.</i></p>	
<p>4. What materials/resources will students encounter and use in this performance assessment?</p> <p><i>Texts, media, data, sources of information.</i></p>	
<p>5. What specific question(s) and directions will be in your prompt? (What will your prompt say?)</p> <p><i>Student directions, questions, or prompt. A clear product should be indicated.</i></p>	
<p>6. What will students produce that will give you evidence of their performance?</p> <p><i>The specific sources of evidence (student products) that you will use to evaluate student performance</i></p>	

<p>7. What is your scoring system?</p> <p><i>The criteria for quality (e.g., checklist, rubric) used to capture student achievement of the performance outcomes.</i></p>	
<p>8. What scaffolding strategies or mini-tasks will help students access and complete the performance assessment?</p> <p><i>Mini-assignments that are used to help students do the thinking work and production that leads up to completing the task and helping students acquire key skills (e.g., graphic organizers, modeling, free-writes, annotated bibliographies, drafts, self- or peer-edits).</i></p>	
<p>9. How will you meet the needs of your diverse students?</p> <p><i>Accommodations, language supports, reading supports.</i></p>	

**My Quality Performance Assessment
Student Materials**

Identify all texts and data to be used in performance assessment. Include bibliographic information and when possible, attach.

Identify all materials used in mini-tasks. Include bibliographic information or attach copies.