

# Performance Assessment Scoring Guide

Title of Performance Assessment \_\_\_\_\_

Performance Assessment Authors \_\_\_\_\_ Evaluators \_\_\_\_\_

	Proficient	Exemplary (All of Proficient, PLUS:)	Comments
<b>Power Standard(s)</b>	Authors: <ul style="list-style-type: none"> <li>○ Include relevant Power Standards for a specific topic</li> <li>○ Bold, list by number and write out each Power Standard</li> <li>○ List by number and write out related, non-Power Standards</li> <li>○ List by number and write out interdisciplinary standards</li> </ul>	<ul style="list-style-type: none"> <li>○ Bold, list by number, and write out <i>interdisciplinary</i> Power Standards</li> </ul>	
<b>“Unwrapped” Standard(s)</b>	Authors: <ul style="list-style-type: none"> <li>○ Include separate lists of concepts (what students need to know) and skills (be able to do) on graphic organizer</li> <li>○ Bold concepts and skills from Power Standards on graphic organizer</li> <li>○ Connect skills to concepts (with parenthetical or side-by-side notation)</li> <li>○ Identify context or topic for teaching “unwrapped” standards</li> </ul>	<ul style="list-style-type: none"> <li>○ Include a variety of higher-level thinking skills</li> <li>○ Add higher-level thinking skills if not present in “unwrapped” skills</li> <li>○ Add “unwrapped” interdisciplinary standards</li> </ul>	
<b>Big Ideas</b>	Big Ideas: <ul style="list-style-type: none"> <li>○ Represent explicit responses to Essential Questions</li> <li>○ Are written succinctly and as complete statements [5-10 words]</li> <li>○ Reflect essential connections students are to make and retain after instruction concludes</li> <li>○ Convey value or long-term benefit of learning to students</li> <li>○ Are written as <u>Topical</u> (specific to content area <i>standards</i> for unit focus)</li> <li>○ Link directly to “unwrapped” <i>standards</i>, not to curriculum materials (e.g., chapter in text)</li> <li>○ Represent all “unwrapped” standards collectively</li> </ul>	<ul style="list-style-type: none"> <li>○ Are written as <u>Broad</u> (applicable to multiple content areas)</li> <li>○ Represent foundational understandings from which further generalizations can be derived</li> <li>○ Are written in both teacher-wording <u>and</u> student-friendly wording</li> <li>○ Include Big Ideas for interdisciplinary standards</li> </ul>	

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<b>Essential Questions</b>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>○ Are open-ended to focus instruction and assessment</li> <li>○ Link directly to “unwrapped” standards and Big Ideas</li> <li>○ Forecast learning goals for unit of study (e.g., student will...)</li> <li>○ Are written in student-friendly language</li> <li>○ Reflect both lower and higher levels of questioning – “one-two” punch questions (e.g., knowledge and application)</li> <li>○ Lead students to discovery of Big Ideas on their own</li> </ul>	<ul style="list-style-type: none"> <li>○ Are engaging (not routine questions)</li> <li>○ Have “emotive force &amp; intellectual bite” (arouse student interest; require discussion, thought, investigation to answer)</li> <li>○ Apply to different contexts across time &amp; cultures</li> <li>○ Reflect interdisciplinary standards</li> </ul>	
<b>Task Design</b>	<p>Tasks:</p> <ul style="list-style-type: none"> <li>○ Reflect all SQUARED criteria: <ul style="list-style-type: none"> <li>- <u>S</u>tandards</li> <li>- <u>Q</u>uestions</li> <li>- <u>U</u>nwrapped concepts and skills</li> <li>- <u>A</u>pplication</li> <li>- <u>R</u>esources</li> <li>- <u>E</u>vidence</li> <li>- <u>D</u>ifferentiation (multiple student entry points, from basic to advanced)</li> </ul> </li> <li>○ Include specific descriptions of what students are to do</li> <li>○ Are written in language that students, parents and teachers understand</li> <li>○ Connect tightly to all “unwrapped” concepts, skills, Big Ideas and Essential Questions (i.e., not just separate activities)</li> <li>○ Represent direct link to “unwrapped” skills (e.g., analyze: analysis activity)</li> <li>○ Enable students to progress from literal to conceptual knowledge and to discover Big Ideas</li> <li>○ Provide evidence through student work that all “unwrapped” concepts and skills have or have not been met</li> </ul>	<ul style="list-style-type: none"> <li>○ Are adapted (i.e., “Tiered”) for differences in students’ readiness, interests and/or learning profiles</li> <li>○ Allow for individual students or small groups of students to proceed through tasks at own pace</li> <li>○ Include prerequisite instruction and resources needed prior to task use</li> </ul>	

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<b>Engaging Scenario</b>	<p>Engaging Scenario:</p> <ul style="list-style-type: none"> <li>○ Includes all SCRAP criteria (<u>S</u>ituation; <u>C</u>hallenge; <u>R</u>ole; <u>A</u>udience; <u>P</u>roduct or Performance)</li> <li>○ Sets a relevant (i.e., real-world) context for learning “unwrapped” concepts and skills</li> <li>○ Motivates students to engage in tasks</li> <li>○ Establishes the “why” for learning</li> </ul>	<ul style="list-style-type: none"> <li>○ Incorporates students’ own knowledge and experience</li> <li>○ Intends to produce student product or performance for external audience</li> <li>○ Includes scenario for more than one task, as needed</li> </ul>	
<b>Scoring Guides</b>	<p>Scoring Guides:</p> <ul style="list-style-type: none"> <li>○ Represent multiple levels of achievement (e.g., exemplary, proficient, progressing, not yet meeting standards)</li> <li>○ Include all elements of task requirements (i.e., “hand to glove” connections)</li> <li>○ Use specific, observable and measurable criteria that can be understood by students, teachers, and parents to ensure reliability</li> <li>○ Use combination of quantitative and qualitative criteria</li> <li>○ Rate students’ degree of proficiency relative to targeted standards and Big Ideas</li> <li>○ Provide opportunity for students to self-monitor their own progress (e.g., check boxes) and elicit feedback from others as to how-to improve quality of work</li> </ul>	<ul style="list-style-type: none"> <li>○ Require students to “go above and beyond” proficient criteria with emphasis on higher-level thinking skills</li> <li>○ Emphasize qualitative enhancements over quantitative requirements</li> <li>○ Include student-generated criteria</li> </ul>	
<b>Management</b>	<p>Authors:</p> <ul style="list-style-type: none"> <li>○ Complete entire performance assessment template, as designed, and label all sections clearly</li> <li>○ Provide completed assessment in both hard copy and electronic formats</li> <li>○ Include a list of needed instructional materials and where obtained (e.g., articles, web addresses, poems, book titles)</li> <li>○ Write in format that is reader-friendly</li> <li>○ Provide detailed descriptions, supplemental information, and documentation to foster easy replication</li> <li>○ Include suggested timeframe for delivery</li> </ul>	<ul style="list-style-type: none"> <li>○ Suggest potential accommodations (changes in how students can acquire information, process information and/or demonstrate learning) based on readiness or learning profile</li> <li>○ Include completed teacher reflection and field notes for other teachers who will use</li> <li>○ Include examples of student work to accompany each task</li> </ul>	