Arts Performance Assessment Template

Performance assessments are a vital component of a local comprehensive assessment system. **Performance assessments** are any teacher- or student-designed learning activity or investigation in which students demonstrate their knowledge, understanding, and/or skills through a performance task(s). Performance assessments engage students in meaningful learning in authentic contexts, show genuine application of knowledge, and yield a tangible product and/or performance that serves as evidence of learning. A **performance task** is what students actually do within a larger performance assessment framework. Tasks built around student interests engage students and help them make connections to their personal lives.

Below is a template with embedded guidance that can be used to design performance assessments in the arts. While this template is linear, designing these types of assessments is not; it is an iterative process. Educators should use self-reflection to continually improve upon the performance assessment design.

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| **Introduction/Overview** |
| **Title:** |
| **Grade/Course:** |
| [**Priority Performance Indicators**](https://education.vermont.gov/student-learning/proficiency-based-learning/proficiency-based-graduation-requirements#:~:text=Proficiency%2DBased%20Graduation%20Requirement%20Content%20Hierarchies) **Assessed** (*academic content and* [*arts connected transferable skills*](https://education.vermont.gov/document/arts-priority-performance-indicators-and-transferable-skills-connections)):  **High School Arts PPI Resources:**   * [Model Proficiency Scales for the Arts Priority Performance Indicators (Grades 9-12)](https://education.vermont.gov/documents/model-proficiency-scales-for-the-arts-ppi-grades-9-12) * [Implementing High School Priority Performance Indicators in the Arts](https://education.vermont.gov/document/implementing-high-school-priority-performance-indicators-arts)   **K-8 Arts PPI Resources:**   * Model Proficiency Scales for the Arts Priority Performance Indicators are currently being developed * Please see Priority Performance Indicators for K-8 Arts:   + [Visual Arts Proficiency-Based Graduation Requirements (PBGR) Road Map](https://education.vermont.gov/documents/visual-arts-pbgr-road-map)   + [Music Proficiency-Based Graduation Requirements (PBGR) Road Map](https://education.vermont.gov/documents/music-pbgr-road-map)   + [Theater Proficiency-Based Graduation Requirements (PBGR) Road Map](https://education.vermont.gov/documents/theater-pbgr-road-map)   + [Dance Proficiency-Based Graduation Requirements (PBGR) Road Map](https://education.vermont.gov/documents/dance-pbgr-road-map) |
| **Additional Performance Indicators or Standards Addressed** ([NCAS](https://www.nationalartsstandards.org/) and transferable skills *touched on, but not explicitly assessed*): |
| [**Portrait of a Graduate**](https://education.vermont.gov/documents/edu-a-vt-portrait-of-a-graduate-with-performance-indicators) **Connections:** |
| **Performance Assessment Description** (*What is the purpose of the assessment? What will students be doing?*): |

# Design Elements

The following design elements[[1]](#footnote-2) should be considered during the assessment planning process to ensure equitable access for all students.

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| **Prompts** | **Planning Notes** |
| **Type of Inquiry:** How will students be engaged in the process of answering a question, exploring an issue, or solving a problem? |  |
| **Degree of Authenticity:** How does the performance assessment present a real-world challenge; use real-world processes, task, tools, or performance standards; have an impact on others; and/or address the personal interests and experiences of students? |  |
| **Student Voice and Choice:** In what areas of the performance assessment (e.g., topic, product, target audience, etc.) will students have voice and choice? |  |
| **Opportunities for Feedback and Revision:** How, when, and from whom do students receive feedback? Are there opportunities to revise? |  |
| **Student Reflection:** What are the opportunities for reflection during and after the assessment? What tools or strategies will be provided to the student? |  |
| [**Universal Design for Learning:**](https://www.cast.org/impact/universal-design-for-learning-udl)How do instructional approaches anticipate and respond to individual student needs and strengths to maximize student learning and success? |  |
| **Evaluation:** Who will be involved in evaluating student work? Will there be opportunities for self-evaluation? |  |
| **Integration:** To what extent is the performance assessment interdisciplinary? (if applicable) |  |

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| **Assessment Plan** |
| **Task/Challenge/Driving Question:** |
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| **Assessment Tools** *(proficiency scales, rubrics, checklists, benchmarks of exemplary work, etc. See* [*culturally relevant assessment guidance*](https://education.vermont.gov/documents/edu-essential-components-for-ensuring-lcas-are-culturally-relevant-and-equitable)*.):* |
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| **Learning Targets***(Knowledge, Understanding, and Skills):* |
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| **Foundational Knowledge and Skills** *(What do students need to know and do to access this performance assessment? What lesson sequence will lead up to it?)*: |
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| **Audience***(Who is the intended audience for the final product or performance? Consider the impact of students publicly sharing their work.):* |
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| **Performance Mode** (*What work will be done independently? Where are there opportunities for collaboration?):* |
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| **Resources and Materials** *(How can texts, graphic organizers, links for task implementation, etc. support students in meeting learning targets? See* [*Equity Lens Tool*](https://education.vermont.gov/sites/aoe/files/documents/edu-equity-lens-tool_0.pdf)*.):* |
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| **Timeline/Milestones***(What are the key milestones students should be hitting and when?)* |
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1. Adapted from *Designing Authentic Performance Tasks and Projects*, by McTighe, et al.) [↑](#footnote-ref-2)