
Issue Date: September 11, 2023

Performance Assessment Tools and Resources

Purpose

Performance assessments are essential components of a proficiency-based learning (PBL) system since they provide opportunities for students to apply what they have learned, gather evidence of proficiency, engage in deep learning, and use transferable skills within a meaningful context. This document was created with the goal of providing performance assessment resources to educators that can become part of their Local Comprehensive System or adapted to meet local needs. These resources can be valuable tools for enhancing the assessment process and enabling teachers to effectively measure and support student learning.

Introduction

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. Performance assessments engage students in meaningful learning in authentic contexts, show genuine applications 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.

Performance Assessment Across the Content Areas

The [New York Performance Standards Consortium](#) materials are practitioner-developed, student-focused, and externally assessed. Consortium teachers and staff collaborate on designing courses that are content-rich and support student questioning and voice.

[PBL Works](#) (formerly the Buck Institute) is an excellent source of resources for Project-Based Learning, including [project examples](#), webinars, blogs, and videos.

The [Performance Assessment Resource Bank](#) supports states with integrating performance assessments into their systems of assessment, developing the capacity of educators to effectively use performance assessment, and designing policies to support these efforts.



[Performance Task Professional Development with Jay McTighe](#) is a seven-part blog series on the design and use of performance tasks and performance task assessments from Jay McTighe.

The [PLAN Pilot](#) from the NYSED seeks to deepen the connection between assessment and quality teaching, learning, curriculum, and instruction. This initiative is looking to match promising models for high-quality teaching, learning, and assessment strategies with participating pilot schools interested in multiple ways for students to demonstrate their mastery of learning standards.

[Models of Excellence](#) from EL Education offers a library of interdisciplinary projects, which includes samples of student work.

Content Area Performance Assessments

The Arts

- Model Cornerstone Assessments (MCA) are posted on the [National Core Arts Standards](#) website for grades 2, 5, 8, and at three levels in high school. MCAs provide models to aid in the development of performance assessments for students.
- The [Arts Assessment for Learning](#) website includes all arts disciplines. The Arts Assessment for Learning provides models to aid in the development of formative assessments for students.

English Language Arts

- [Read Write Think](#) from the [National Council of Teachers of English Language Arts \(NCTE\)](#) is an online community that provides educators with searchable classroom resources created by educational professionals and aligned with standards. It also includes resources such as the strategy guide, [Making the Reading Process Visible through Performance Assessment](#), and the [Assessment Collection](#).
- [SCALE Performance Task Database](#) from the Stanford Center for Assessment, Learning, and Equity (SCALE) provides an online database of performance tasks that are searchable by grade level as well as CCSS strand, domain, and/or sub-strand.

Financial Literacy

- In [EcoEdLink](#), educators can search from a library of 1,200 plus standards-aligned questions. A free and easy-to-use EdTech tool where educators can access ready-made K-12 personal finance and economics tests, quizzes, and inquiry-driven lessons providing various methods of performance assessment.

Mathematics

- [3 Strategies for Developing a Math Performance Task](#) provides an opportunity to assess students' higher order thinking and reasoning. These assessments are usually composed of several technology-enhanced items and at least one item requiring a short or extended constructed response.
- [CCSS Math Activities](#) is a collection of performance assessments that benefit from scaffolding so students can build up their perseverance and confidence throughout the year.
- [Inside Mathematics](#) provides grade-level formative performance assessments with accompanying scoring rubrics and discussion of student work samples.
- The [Mathematics Assessment Project](#) is part of the [Math Design Collaborative](#). The project is focused on the development of well-engineered tools for formative and summative assessment that expose students' mathematical knowledge and reasoning, helping teachers guide them toward improvement and monitor progress.

Science

- [ACHIEVE](#) has sample criteria for science assessments based on the NRC Science Education Framework K-12.
- [ACESSE Resource B: How to Assess Three-Dimensional Learning in the Classroom: Building Assessment Tasks that Work](#) (via [STEM Teaching Tools](#)) publishes research briefs, tools, and courses on designing and developing STEM performance assessments.
- The [Next Generation Science Assessment \(NGSA\) Task Portal](#) provides access to classroom-ready assessments for teachers to use formatively to gain insights into their students' progress on achieving the New Jersey Student Learning Standards for Science (NJSLS-S) performance expectations.
- [The Stanford NGSS Assessment Project \(SNAP\)](#) is focused on ways that high-quality science performance assessments can support the implementation of NGSS.
- [The Concord Consortium](#) has technology-enhanced assessments that address middle school performance expectations in physical and life science.

Social Studies

- The [CivicsRenewalNetwork](#) contains assessments and resources that are collated by this consortium representing multiple foundations and organizations, such as the American Bar Association, Youth Leadership Initiative, Library of Congress, and NewseumED.

- [Educating for American Democracy](#) is a K-12 Social Studies-focused clearinghouse for resources, units, lessons, and assessments that are filtered by grade level, type of assessment, and content.
- [Learning for Justice](#) provides an opportunity for students to defend their views after studying *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. Performance tasks and writing assignments require students to respond to essential questions. A teacher’s guide is included as a resource, and these assessments are aligned with [College, Career, and Civic Life \(C3\) Framework for Social Studies State Standards](#) and [Common Core ELA Standards](#).
- The [Performance Assessment Resource Bank](#) provides a varied array of K-12 social studies performance assessments focused on History, Economics, Geography, and Civics. The “Subject Area” also highlights interdisciplinary opportunities.
- [Stanford History Education Group](#) (SHEG) - SHEG utilizes the digital archive of the Library of Congress to create History Assessments of Thinking (HATs) to provide over 100 assessments that measure students' historical thinking. Assessments can be identified by topic (U.S. History or World History or skill (Sourcing, Contextualization, Corroboration, Use of Evidence, Periodization, Background Knowledge).

Health and Physical Education

- The [Washington OSPI Health and Physical Education \(PE\) Assessments](#) are state level assessments, that were developed in conjunction with local educators, SHAPE Washington, and the Washington Office of Superintendent of Public Instruction (OSPI) in 2021. These assessments can only be used to determine proficiency for Washington’s PE/Health Standards at Elementary, Middle, and High School levels. However, these assessments may be modified by local Vermont SDs/SUs to fit their unique locally defined proficiencies.
- The [Colorado Department of Education Assessment Resource Bank](#) created model performance assessments for both Health and PE at the elementary and high school levels. These assessments can only be used to determine proficiency for Colorado’s PE/Health Standards. However, these assessments may be modified by local Vermont SDs/SUs to fit their unique locally defined proficiencies.